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ABSTRACT

The monograph details results of an evaluation of the Inside/Out program, a television film series in health education designed to increase the interpersonal and situational problem solving ability of 8- to 10-year-old children. Analysis of student attitude measures is said not to have indicated any changes in perceived isolation, perceived anxiety, misbehavior, academic competence, and school enthusiasm; while analysis of teacher questionnaires is explained to point out that over 70% of the teachers both enjoyed the program and considered it worthwhile but the majority did not think the program improved student behavior. Included among five appendixes are sample teacher and parent questionnaires. (CL)

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EVALUATION REPORT: THE INSIDE/OUT PROGRAM

ITS USE AND IMPACT[1]

Lewis Polsgrove and Keith Brownsmith

February, 1976

Final Report 49.3

Center for Innovation in Teaching the Handicapped

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INSIDE/OUT EVALUATION

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I. INTRODUCTION

A. About the Inside/Out Program

The Inside/Out program (National Instructional Television, 1973) is a series of health education films based on the central idea that affective education--training in dealing with interpersonal and situational problems--is important to children's development. Emotional well-being is considered by the authors to be as important to one's general health as personal hygiene. In all, there are thirty films dealing with various life problems that are commonly faced by today's children.

The program was designed for use primarily with children aged eight to ten years. The films were intended to be highly interesting to youngsters and were left "open ended", without a conclusion. These features are intended to stimulate viewer discussion about the problems encountered by the children in the films. The teacher functions as a discussion leader in exploring the children's feelings about the problems presented in the films and aiding their students to arrive at their own solutions to these problems. The stated goals of the program are to help children to understand and thus cope with problems of living, to develop a personally effective life-style, and to more effectively communicate with others.

B. Purpose of the Evaluation

While these program objectives are worthy, they pose difficulty for evaluation because of their generality and vagueness. The effectiveness of the series, its outcome, is based both on the film and the teacher's skill in conducting discussions and in developing complementary activities. In order to isolate the program's specific effects on children it would

have been necessary to compare groups who participated in the program with those who did not. As the major purpose of the evaluation was to provide information about the program as used in the Bartholomew County School System and due to the fact that most teachers voluntarily elected to use the films, there was no opportunity to collect such information.

For this reason we restricted the study to determining the use and impact of the Inside/Out series as a part of the total curriculum. We reasoned that students' attitudes towards school, towards themselves, and others in classrooms where teachers volunteered to use the films and to participate in the evaluation should remain stable or improve over the course of the school year. Further, we decided to collect data on the immediate effects of the film series on teacher and pupil behavior and to contrast these effects with behaviors in other school activities. Finally, we felt that the value of the program should be assessed by people whose lives were affected by it. The objectives of the evaluation, then, were:

(1) to evaluate the attitudinal status of the children in the classrooms receiving the program over the school year;

(2) to assess the immediate effects of the Inside/Out films on teacher and pupil behavior during the discussions after the film and as contrasted with behavior in other classroom activities;

(3) to determine the value of the program from information supplied by the teachers, students, and parents.

The evaluation was conducted during the 1974-1975 school year. We collected information using parent questionnaires, student attitudinal

measures, student questionnaires, teacher interviews and questionnaires, and classroom observations.

II. EVALUATION PROCEDURES

A. Population

We collected evaluation data primarily from 37 classrooms in the Bartholomew County School System. Initially, 40 teachers were randomly selected from a larger pool of approximately 75 volunteers to participate in the study. Information was taken from "open" traditional, rural, and suburban classrooms. Eight fourth-grade, eleven fifth-grade, and nine sixth-grade traditional classrooms were used in the study. One combined fourth and fifth-grade and eight combined fifth and sixth-grade "open" classes were also included. The target classrooms were located in rural and suburban schools. Among the male elementary students, 109 were in the fourth grade, 165 were in grade five, and 119 were in the sixth, with 12 in the combined fourth and fifth-grade classes and 124 in the combined fifth and sixth-grade classes. One hundred-fourteen girls were in grade four, 171 in the fifth grade, and 93 in grade six, with 12 in the fourth/fifth "open" classrooms and 118 in the fifth/sixth combined classrooms. In all, 1056 children were included--548 boys and 508 girls. These students were predominately Caucasian and from middle-class backgrounds.

B. Measures and Data Collection Procedures

(1) Parent Information

Five students within each of the participating classrooms were randomly selected and given parent questionnaires to be taken home for completion. This four-item measure was developed as a means for parents to rate the value of the program and the extent to which they had taken

the opportunity to view the films made available by the school system. One hundred eighty-five such questionnaires were distributed. A copy of this measure is included in Appendix A.

(2) Student Information

(a) Student attitude measure. To assess possible changes in student attitudes over the school year, we tested each student within the volunteer classrooms both during the fall and spring of the 1974-75 school year. A general personality inventory, "About You and Your Friends" (Agard & Kaufman, 1974), was administered by the teachers (see Appendix B). The inventory measures four distinct areas of children's attitudes: isolation and anxiety, misbehavior, academic competence, and school enthusiasm.

The isolation-anxiety scale deals with a child's feelings about perceived isolation from his classmates and classroom activities. The second factor, misbehavior, is composed of straightforward questions about a child's behavior in school, i.e., the amount of conflict he identifies between authority figures and classmates. Academic competence, the third scale, questioned the students about how well they rated their academic ability in comparison to their peers. Finally, enthusiasm was measured by items asking the children whether they liked school and if it was interesting and fun. The attitude survey was given to all students in the volunteer classrooms at the first of the year (October) and again in the next to last week of school (May).

(b) Student questionnaire. Students were asked to evaluate the program. They were given a six-item questionnaire concerning the program and to answer "yes" or "no" to the items read to them by their teachers. We used this measure to determine how well the students liked the film series, and whether they perceived any changes in their

ability to cope with their individual problems as a result of their experiences. A copy of this instrument may be reviewed in Appendix C.

(3) Teacher Information

(a) Film use data record. Participating teachers were asked to submit a record of film use each week. On this sheet the teachers rated each film for its ability to stimulate student discussion and then listed the activities that they used for each of the films. This form supplied us with both a record of the frequency of use of each film and the teacher's evaluation of their effectiveness.

(b) Teacher interviews. After the program was over, in the last week of school, teachers were asked to give their perceptions regarding the program. Eight teachers, selected randomly from among the volunteers, were interviewed. This activity was intended to elicit teachers' observations about the value of the program and its effects on children and teachers. The specific questions asked may be reviewed in Appendix D.

(c) Teacher questionnaire. We asked all fourth, fifth and sixth-grade teachers who showed the films to complete a post-program questionnaire. This instrument included fourteen statements about the effects of the films on teachers and students. Teachers read each item and selected the degree that they agreed or disagreed with it on a five-point scale. The remainder of the items questioned the teachers about their use of post-film activities, requested their recommendations for continuing or discontinuing the program, and asked them to recommend the appropriate grade levels for film use. Two other questions requested teachers to state what they liked and disliked about the film series.

Finally, we asked them to rate the film series on a list of opposite adjectives. A copy of the entire questionnaire is included in Appendix E.

(4) Classroom Interaction Information

The Florida Climate and Control System (FLACCS) was used to collect observational data in the classroom (Soar & Soar, 1973). This instrument yielded information on the affective climate of the individual classrooms, the level of teacher control required in the classroom, the quality of affective or emotional expression of both teachers and pupils, and the level of teacher control of the subject matter. By direct observation, raters determined how much teachers resorted to restrictive behavioral controls and their pupils' responses to them.

In all, seven factors on the FLACCS were used: (1) "Disorder and Pupil Negative Affect vs. Orderly Classroom;" (2) "Gentle Control in a Warm Climate;" (3) "Work with Teacher vs. Work Without Teacher;" (4) "Strong Control with Covert Pupil Resistance vs. Orderly Classroom;" (5) "Pupil-Pupil Supportive Behavior;" (6) "Teacher Attention in a 'No Choice' Setting;" and (7) "Task Related Movement in a Positive Climate."

Factor one measures the degree of pupils' socially inappropriate and negative affect. Such student behavior as speaking out of turn, teasing, fault finding, and disobeying directions are coded by observers as examples of disorder and negative affect. This demeanor is contrasted to that of an orderly classroom with pupils obeying directions, showing interest, and being agreeable and cooperative.

Factor two, "Gentle Control in a Warm [Classroom] Climate", detects the degree of positive teacher and pupil interactions. Both teachers

and children in this classroom atmosphere show consideration, are cooperative, positive, and happy.

Factor three measures the degree of teacher supervision present in the classroom. "Work with the Teacher" refers to seat work, groups, and other classroom experiences with the teacher present. "Work without the Teacher" refers to playing, having full groups, and seat work in which the teacher is not directly involved.

Factor four gauges how much teachers must use strong controls, such as sharp tones, threats, criticism, redirection of activities, and other negative behaviors, to control their students. "Strong Control with Covert Pupil Resistance vs. Orderly Classroom" also relates to the pupils' reactions to these controls, such as disobedience, resistance, and attention-getting behaviors.

"Pupil-Pupil Supportive Behavior," factor five, is concerned with the amount various pupils cooperate with and help their classmates. Positive interpersonal verbal remarks are also considered as pupil-supportive.

Teacher attention to students while under a specific assignment was scored as an example of Factor six, "Teacher Attention in a 'No-Choice' Setting." Under situations in which students had free or limited choice in selecting their activities, teacher attention was not registered by observers. Factor six, then, measures the amount of support supplied by teachers when children were given assigned tasks.

Factor seven, "Task-Related Movement in a Positive Climate," measures the amount of work-related activity that teachers and children display in the classroom. One pupil helping another, the teacher giving individual attention, and positive pupil nonverbal behavior are some behavioral examples of this factor.

III. RESULTS

The results from the present evaluation are summarized below. While they represent a comprehensive analysis of information taken from various sources, it should be cautioned that the samples used were biased. Most of the data from parents, students, and observations were taken from classrooms in which the teachers had volunteered. Not all of the results to follow, then, should be interpreted as those taken from a representative sampling of teachers.

A. Results from Parent Data

Of the 185 questionnaires sent to parents, 116 (63%) were returned. Seventy-one percent of the parents returning the questionnaire had not watched any of the films made available for viewing. Eighteen percent saw one to five films while only seven percent saw five or more films. Thus only about 25 percent of the parents sampled had firsthand information to evaluate the films.

We asked parents to rate the value of the films on a five-point scale based on their experience in viewing the films. While only a minority actually admitted seeing the films, a majority of parents (55%) felt they were qualified to judge their value. The results appear in Figure 1.

As can be seen in Figure 1, the results suggest generally favorable parent attitudes toward the films. Thirty-five percent of the parents gave the films positive ratings while 3 percent gave them negative ratings. Based on their viewing experience, then, parents generally tended to rate the films' value favorably.

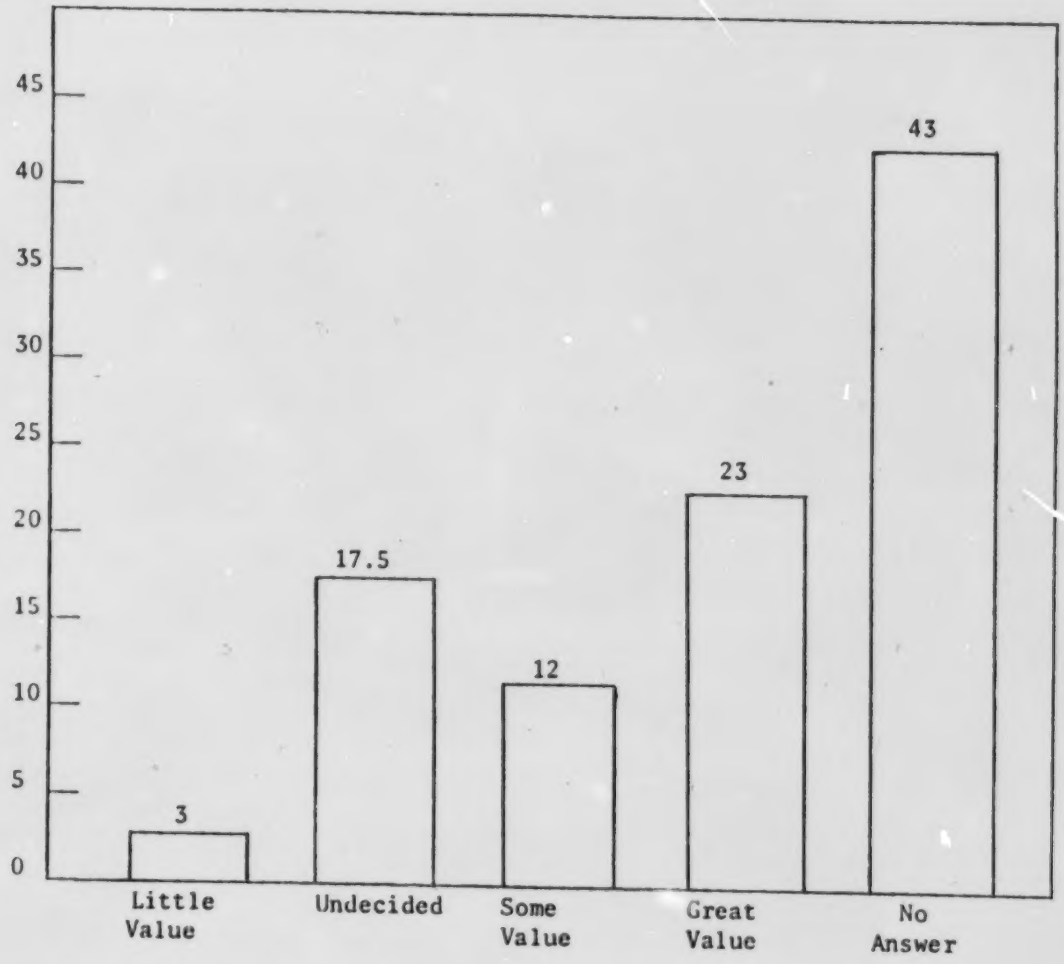


Figure 1

Parent evaluation of films based on viewing alone. N=116.

The second item on the parent questionnaire dealt with the amount of time spent between parents and their children in discussing the films. With 106 of 116 parents responding, most (64%) sampled had talked with their children about the series. More parents did not discuss the films (15%) at all than those who talked "a great deal" (11%) about the films with their children. There was, therefore, a majority of parents presumedly qualified to give a fair-minded evaluation of the program's value.

In the final item of the questionnaire we asked parents to rate the overall value of the films, basing their judgments on information from the preceding questionnaire items. The results of this item are shown in Figure 2.

Only a little over five percent of the parents sampled felt that the Inside/Out program was of little value. While 18 percent did not respond to the question and 37 percent were undecided as to the program's value, it can be seen that a sizeable percentage (38%) felt that the program was of value. These results indicate that the Inside/Out program was favorably appraised by parents based on their contact with the program.

The interpretation of this information should be approached with caution. Although the sample size was certainly large enough and was taken systematically, there were few parents who were able to view enough films to make a sound judgment regarding their quality. Despite this, many more parents rated the series than had actually viewed the films. An estimated 26 percent of the parents who reportedly had not seen the films actually made judgments on their quality. Perhaps the best interpretation of parents' attitudes toward the program is that they were neutral to favorable.

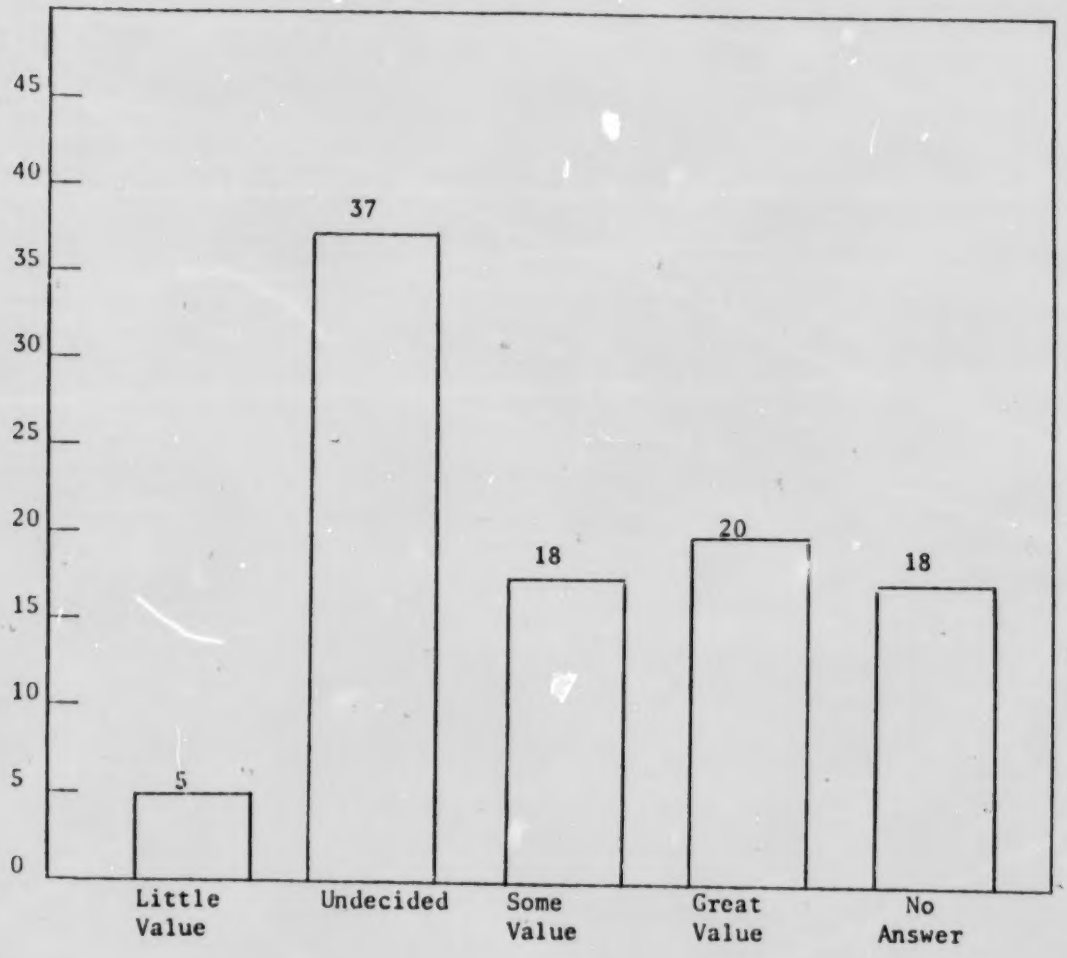


Figure 2

Parent evaluation of films based on viewing and talks with children. N=116.

B. Results from Student Data

(1) Student Questionnaires

Within the 37 participating classrooms, 1005 students completed the questionnaire. Almost all of the students answered every question. The percentage of students answering "yes" varied from about 80 to 95 percent, suggesting that most students were weighing each question before answering, not simply responding rotely. The discussion to follow describes the results according to each item in the questionnaire. These results are summarized in Table 1.

The first item asked the students whether or not they liked the Inside/Out films. Most (94.6%) answered positively. Only 3.9 percent did not like the films. These results indicate that, among the students sampled, the program was overwhelmingly popular.

Two questions dealt with student preferences for the post-film discussions and activities. Eighty percent said they liked the discussions while 19.1 percent did not like them. As for the activities which followed the discussions, student reaction was about the same: 80.4 percent were positive about them while 18.5 percent expressed dislike.

When we asked them whether they thought other children should view the films, 95.3 percent of the students agreed while only 4.2 percent disagreed. In contrast, the percentage dropped when we asked the children if they would like to see the films again: 84.1 percent said they would 15.2 percent did not want to see them another time. The students, then, not only felt that the films should be shown to other children, but that they themselves favored seeing the series again.

Item Description	Percent Yes	Percent No
1. liked films?	94.6	3.9
2. liked discussions?	80.0	19.1
3. liked activities?	80.4	18.5
4. think others should see the films?	95.3	4.2
5. would like to see again?	84.1	15.2
6. think of problem alternatives?	85.0	13.8

Table 1. Percent distribution of responses to post-program student questionnaire. N=1005 students.

A prime objective of the Inside/Out program is to help a child to deal with problem situations as they arise. We asked students if the program made them think of other ways of handling problems. Again, a large majority (85%) felt the program did make them think of other paths of action. However 13.8 percent did not feel the program met this goal.

In summary, students enthusiastically approved of the Inside/Out program, including the discussions and activities. A substantial majority recommended the films for other children and most felt they would like to see the films again. A majority also felt that the program helped them think of alternative ways of dealing with problem situations.

(2) Student Attitude Scale

The results from the initial student attitude scales compared with those taken after completion of the program reveal that there was little change on any of the factors over the year. On the Isolation and Anxiety subscale, students scored an average 10.61 on the pretest and an average 10.55 on the posttest. On the misbehavior factor, students produced a mean of 7.35 at the first of the year and showed only a slight drop at the end of the year to a mean of 7.20. The Academic Competence factor yielded similar results: the students' average score at the first of the year (12.29) was not significantly different from the final results (12.22). Nor was there any difference noted between student's pre and post average scores on the School Enthusiasm factor. Students initially produced a mean of 6.15 compared with 6.20 on the final observation.

These findings indicate that the students, in general, showed no change in their feelings of isolation and anxiety from the first of the year to the end. Also, their perceptions of their misbehavior showed no

changes between pre- and posttests. Nor were any differences observed between feelings of academic competency among students from the first to the last test. Finally, although there was a slight improvement in school enthusiasm witnessed, this was not significant. The net effect of the total classroom experience, of which the Inside/Out program was a part, then, is that students' attitudes were largely unchanged over the year.

C. Results from Teacher Data

(1) Teacher's Frequent Film Use and Ratings

Each week we asked the volunteer teachers to submit a record of film use and to rate the films on their capacity for generating student discussion. This provided a gauge for not only the popularity of each film among teachers but also their opinion on the effectiveness of each individual film. These results are summarized in Table 2.

The teachers rated the films on a scale from one to five. The number 1 on the questionnaire corresponded to the statement: "stimulated a great deal of discussion." The number 5 was paired with the statement: "did not stimulate discussion." Films with ratings under two, for example, are those with which the teachers observed a large degree of discussion among their students. Films with ratings over three were those regarded by teachers as not stimulating student interaction. By reviewing Table 2, it is apparent that the teachers thought that almost all of the films aided pupil discussion. Three films stand out as highest in this quality: "Bully," "Buy and Buy," and "Can I Help." On the other hand, the three films rated lowest by our teachers in facilitating pupil discussion were: "A Sense of Joy," "You Belong," and "In My Memory."

FILM	Frequency of Film Use	Average Rating
1. Because It's Fun	31	2.2
2. Brothers and Sisters	24	2.7
3. Bully	51	1.6
4. But Names Will Never Hurt?	36	2.4
5. But They Might Laugh	25	2.2
6. Buy and Buy	5	1.6
7. Can Do/Can't Do	19	2.2
8. Can I Help?	3	1.3
9. Donna (Learning to be Yours)	24	1.9
10. Getting Even	23	2.7
11. Home Sweet Home	21	2.3
12. How Do You Show	26	2.6
13. I Dare You	25	2.2
14. I Want To	21	2.5
15. Jeff's Company	23	2.0
16. Just Joking	24	2.4
17. Just One Place	21	2.1
18. Living With Love	22	2.5
19. Lost is a Feeling	20	2.2
20. Love Susan	20	2.5
21. Must I/May I	16	2.5
22. A Sense of Joy	20	2.7
23. Someone Special	24	2.2
24. Strong Feelings	19	2.6
25. Travelin' Shoes	20	2.3
26. When is Help	18	2.2
27. Yes, I Can	17	2.6
28. You Belong	14	2.9
29. Breakup	18	2.1
30. In My Memory	7	3.1

Table 2.

Frequency of film use and teacher ratings of capacity of films to stimulate student discussion. 1 = "stimulated a great deal of discussion"; 5 = "did not stimulate discussion".

The teachers used most of the films in the series. The median number of films shown by each teacher was 22 out of a possible thirty. As can be seen in Table 2, some films, "Bully," "Buy and Buy," "Can I Help," and "In My Memory," were shown much less than others. Two films, "Because It's Fun" and "But Names Will Never Hurt," were much more popular among teachers than others. As there is no information bearing on the reason for their selecting certain films for showing, or the availability of them, an explanation cannot be offered as to why some films were shown much less frequently than others. Interestingly, one of the films, "Break-up," which was not included on the regularly scheduled list was shown 18 times. Films may have been selected by teachers on a "word of mouth" basis or by recommendations from other teachers, but there is no way of verifying this.

(2) Teacher Structured Interviews

Eight randomly selected teachers were interviewed at the end of the series to tap their views about the various aspects of the series. We will summarize their reaction below under each of the interview questions.

(1) "How successful do you feel the program was in meeting its objectives of involvement of the learner, communication skills and interactions with others and in teaching mental health."

In answer to this question, five teachers felt that it was fairly successful while three thought it was highly successful. Most said the films stimulated discussion among students and enabled them to explore alternative ways of behavior. One teacher, however, felt that some films may have provided negative models for some children to

follow. Several teachers thought the films were most appropriately used for grades three, four, and five, but were inappropriate for more mature fifth and sixth-graders.

(2) "Were there any benefits to you and your students from using the program?"

"If so, what were they?"

"If not, what were the drawbacks?"

Most of the teachers said that the program was beneficial in allowing them to communicate on a more personal level with their students. As a result of watching the program and participating in the discussions, they thought the students were able to relate the film incidents to real life experiences and to discuss them. As to the negative effects of the films, some teachers encountered difficulty getting discussion going and facilitating the activities. Some believed that the film quality, the sound level and, in some cases, the acting, could be improved. However, the benefits of the films appeared to outweigh the negative aspects. This fact is borne out in the next question which dealt directly with the possible negative effects of the films.

(3) "Were there any negative effects from using the program?"

Six of the teachers interviewed responded that there were no negative effects of the program. One mentioned that she felt the series was inappropriate for sixth-grade students. But only one teacher mentioned negative side effects. This teacher said the observers may have disrupted the children by their presence. As it turned out, this problem was not observed by any of the other teachers interviewed, nor was it listed as a problem on any of the teacher questionnaires. In general, then, most teachers interviewed did not observe any negative effects of the films themselves on the students.

(4) "Did the series contribute to your understanding of your students?

All teachers responded positively to this question. Teachers indicated that by using the program they were better able to understand their students' behavior. The teachers said their students became more open and expressed themselves more readily. In this respect, then, the program may have facilitated a closer relationship between teacher and child.

(5) "Did the program cause any changes in the way you deal with your students?"

Most teachers stated that the program did not cause significant changes in the way they dealt with their students. Some said the program enabled them to identify the shyer children and aid their progress One thought that the Inside/Out program facilitated her developing a more accepting classroom atmosphere.

(6) "Did the program affect your students' attitudes towards themselves, their classmates, yourself, or school in general?"

Four of the teachers interviewed did not feel they could determine what effects the films had on their pupils. However, four teachers thought that the films positively affected students' interrelationships and attitudes. The program was seen as promoting group problem solving and interpersonal cooperation. In addition, the teachers said the children were able to better understand each other and could handle individual problems more efficiently.

(7) "Did the program affect your student's abilities to handle problem social situations?"

This question was very similar to question six. In general, the teachers thought that the Inside/Out program may have helped students handle problem social situations, but it was difficult for them to cite specific instances in which this was confirmed.

(8) "Did you find the activities in the teacher's manual to be helpful?"

All of the teachers interviewed felt that the activities were helpful. But two said they were too constraining and time consuming. Three teachers said the activities were very helpful both in promoting and reinforcing the objectives of the series and in motivating their students.

In summary, the interviews revealed that the teachers were positive about the program. Apparently, the films acted to facilitate interpersonal communication between teachers and students. Teachers felt, that by using the program, they were better able to understand their students' behavior, and the children were observed to become more self-expressive. Although some teachers thought that there were positive effects, these effects of the program on children's attitudes toward their teachers, other children, and school in general were difficult to determine. Teachers also had difficulty telling if the program had positive effects on student behavior. They concluded that the positive benefits of the program outweighed any negative side effects.

(3) Teacher Questionnaires

Eighty-three percent of the teachers returned the post-program questionnaire. Results from 96 teacher questionnaires were analyzed. The teachers' responses to the questionnaire are summarized in Figures

3 through 16. They will be discussed item by item in the following text.

When asked if the Inside/Out program helped them to better understand their students, a little over nine percent of the teachers strongly agreed (see Figure 3) and slightly over sixty percent agreed. On this question, about 17 percent of the teachers were undecided and only 12.5 percent disagreed (9.4 percent disagreed somewhat while about three percent strongly disagreed). It can be concluded, then, that the large majority (69%) of the teachers felt that the program did help them to better understand their students.

In a closely related question, teachers were asked to what extent they agreed that the program developed more positive attitudes in them toward their students. These data appear in Figure 4. Over 7 percent of the teachers strongly felt that the program contributed to developing more positive attitudes in them toward their pupils while about 48 percent agreed with the statement to some extent. About 13.5 percent disagreed with some 2 percent strongly disagreeing that the program developed positive teacher attitudes towards pupils. Another 27.1 percent were undecided on this issue. Again, the majority of the teachers (55.2%) felt the program did improve their attitudes toward students while a minority (15.6%) did not agree.

Figure 5 displays teacher responses to the statement: "The Inside/Out program helped me to communicate more effectively with my students." The teachers again favored the program. Over 60 percent of the teachers agreed with the statement while only 13.6 percent rejected it. Although 25 percent of the teachers were undecided, it appears that a majority felt the program did aid teacher-pupil interactions.

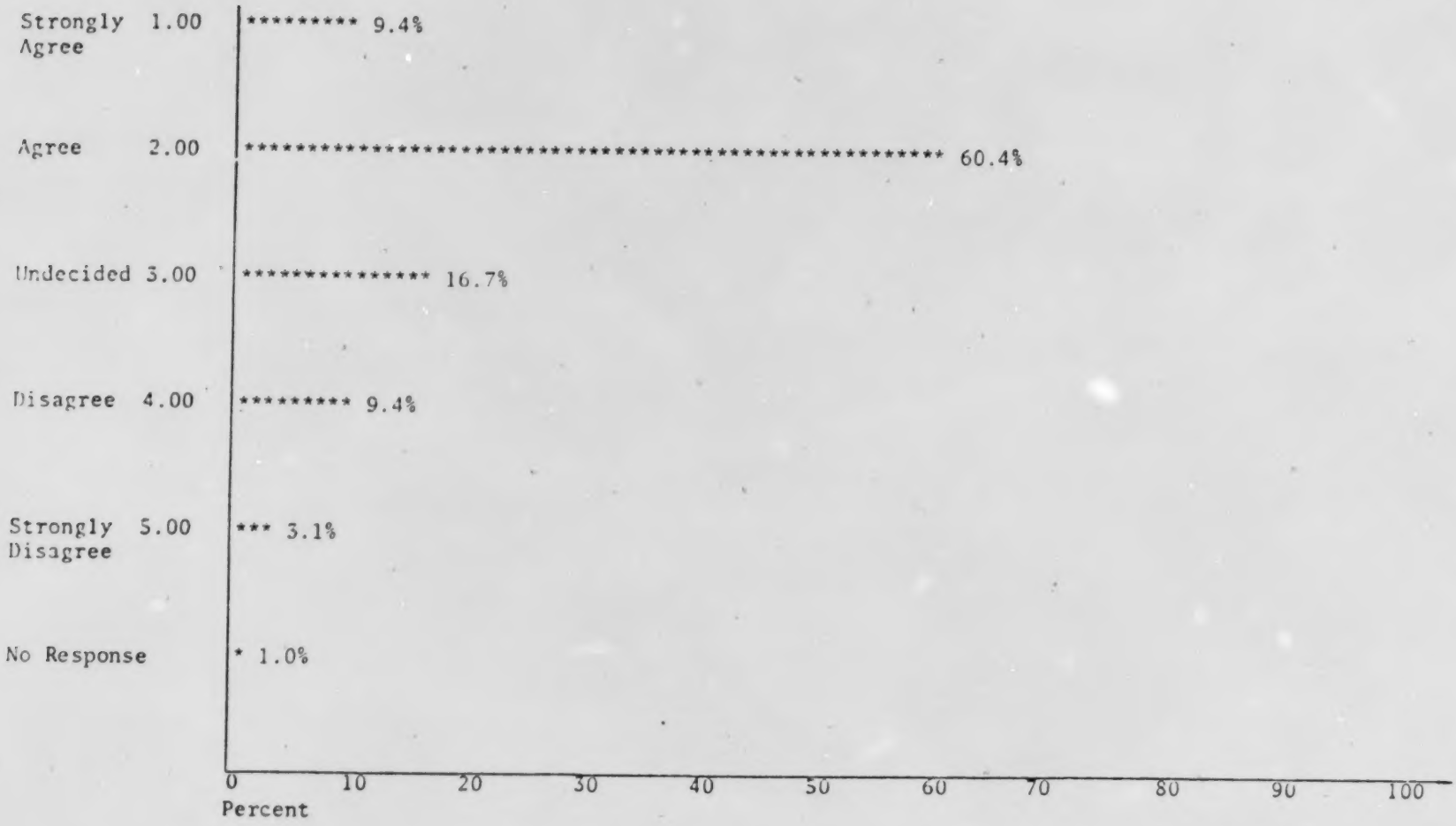


Figure 3. Teacher response to statement: "The program helped me better understand my students."

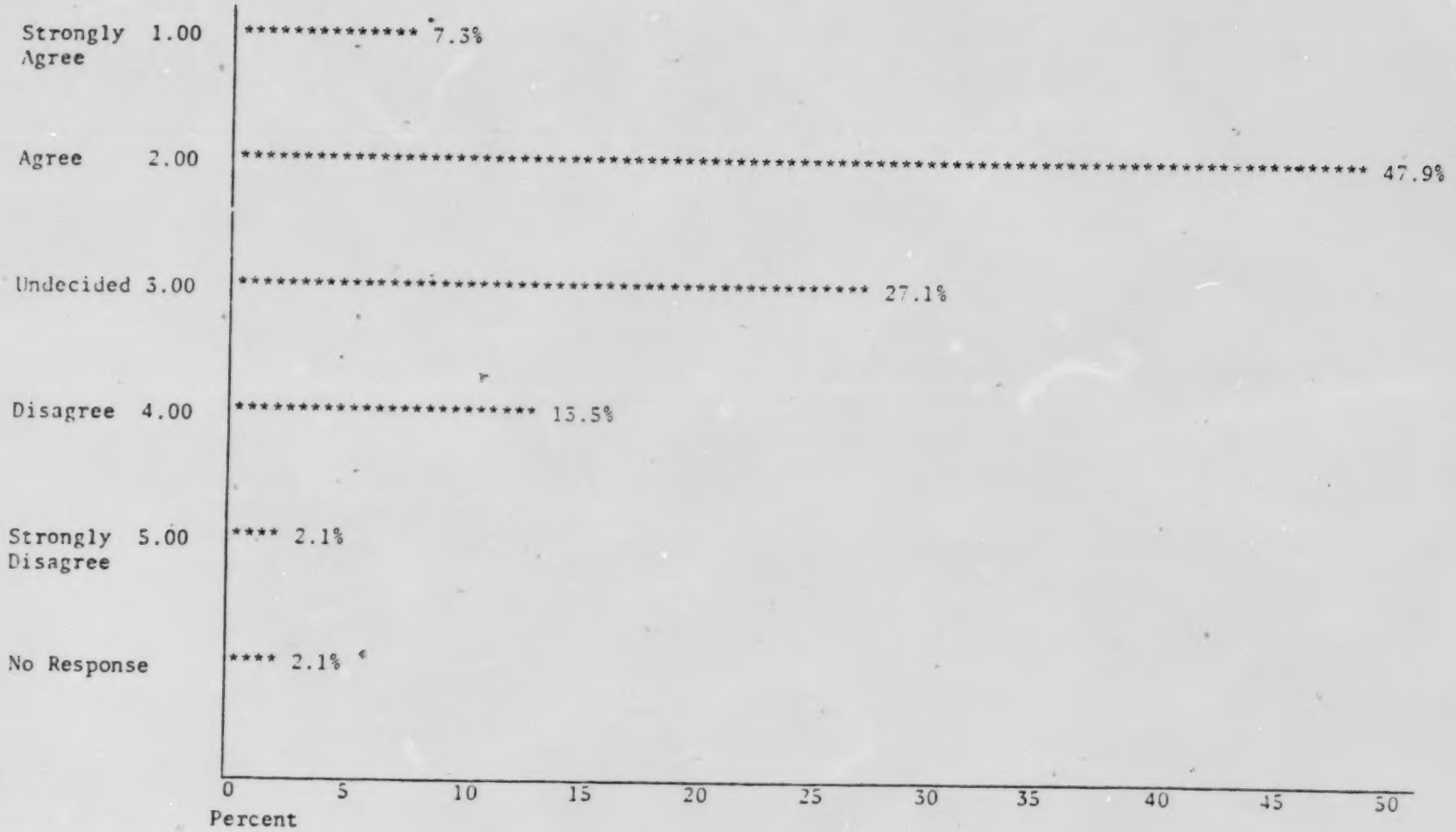


Figure 4. Teacher responses to the statement: "The program developed a more positive attitude in me toward my students."

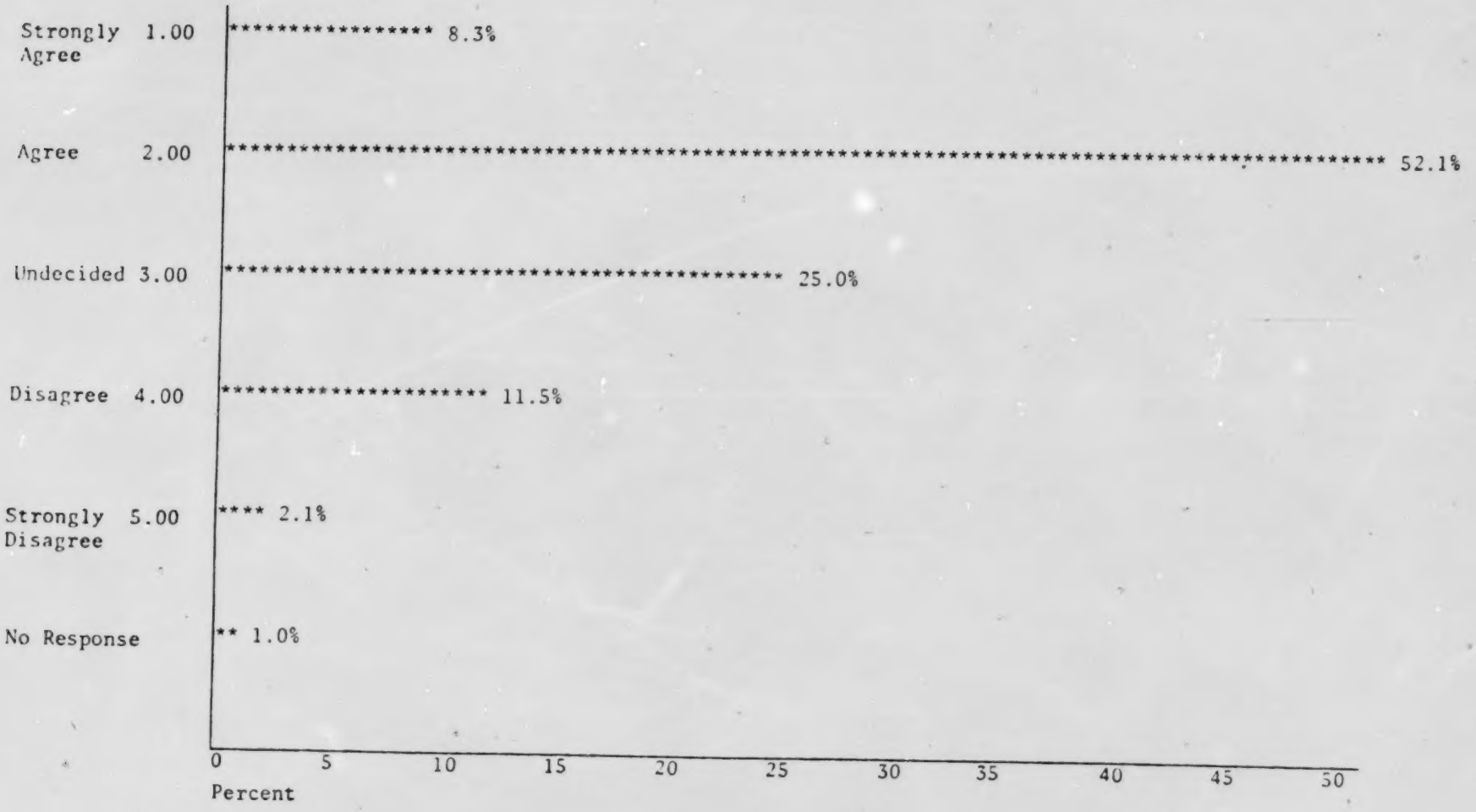


Figure 5. Teacher responses to the statement: "The program helped me communicate more effectively with my students."

A majority of the teachers answering the questionnaire said the program also contributed to their individual growth. Most (62.5%) answered this question positively while only 10.4 percent disagreed. Twenty-six percent of the teachers were undecided on this issue. These teacher responses appear in Figure 6.

To investigate the program's capacity for developing teacher skills, teachers were asked to what extent they agreed that the program improved their skill in conducting classroom discussions. About half (49%) of the teachers agreed that it did improve their discussion skills. Nearly 21 percent disagreed that the program was effective in this respect, while 28.1 percent were undecided. The evidence which appears in Figure 7 suggests that the program was somewhat helpful in improving teachers' group discussion skills.

Figures 8 and 9 summarize the results from items induced to evaluate the general impressions of the teachers toward the program--whether they thought it worthwhile and whether they like it. An overwhelming majority (69.8%) thought the program was worthwhile. Twenty-six percent of the teachers strongly endorsed the program. Less than ten percent of the teachers (9.3%) did not feel the program was worthwhile. Only 1 percent strongly disagreed while one-fifth could not evaluate the worth of the program. Twenty-five percent of the teachers highly enjoyed the program while another 56.3 percent agreed that the program was enjoyable. A portion of the teachers, 9.3 percent, did not enjoy the program. Only 1 percent of the teachers found the program highly unenjoyable.

The next series of items on the teacher questionnaire explored the perceived effects of the program on student attitudes toward each

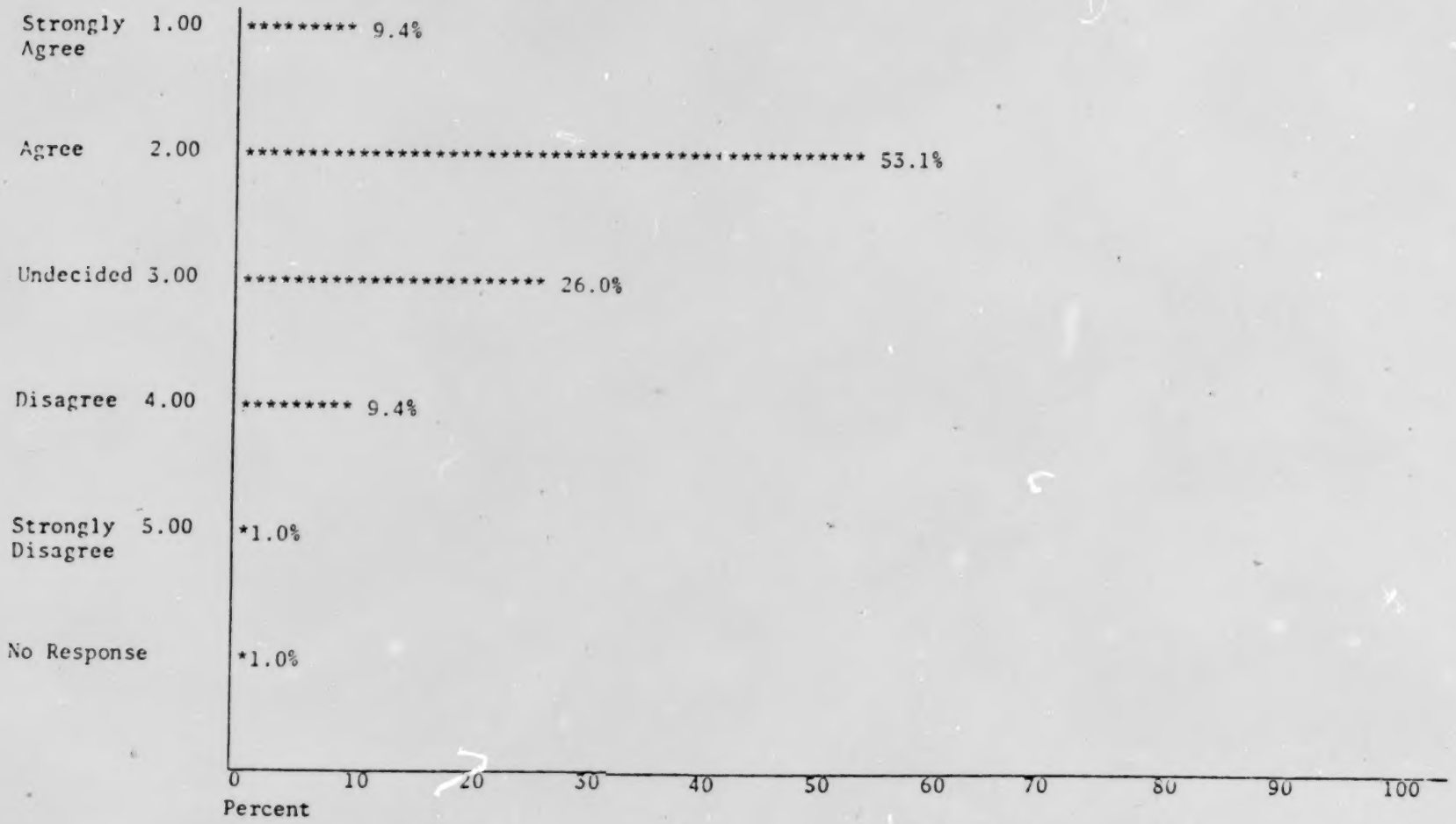


Figure 6. Teacher responses to the statement: "The program contributed to my individual growth."

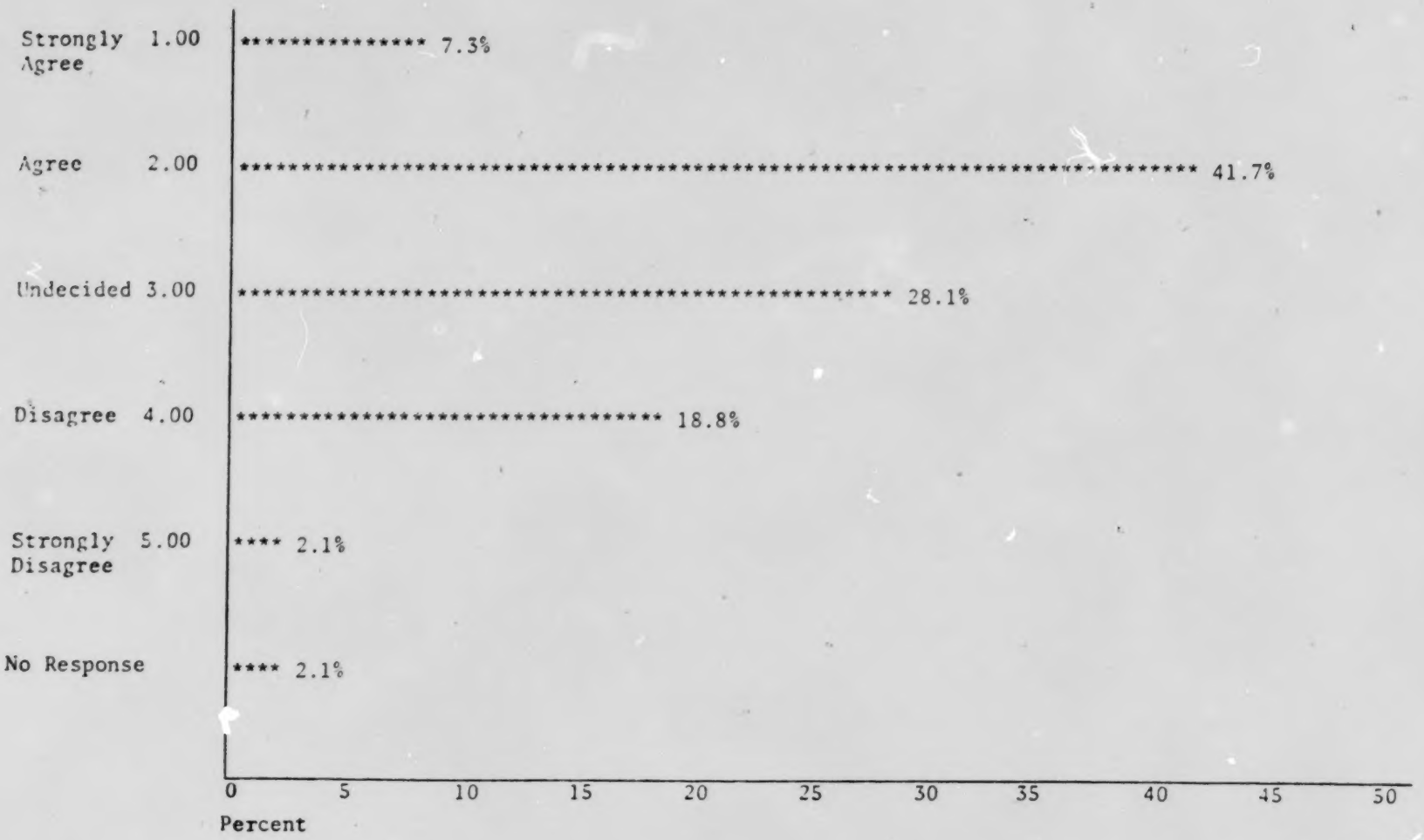


Figure 7. Teacher response to the statement: "The program improved my classroom discussion skills."

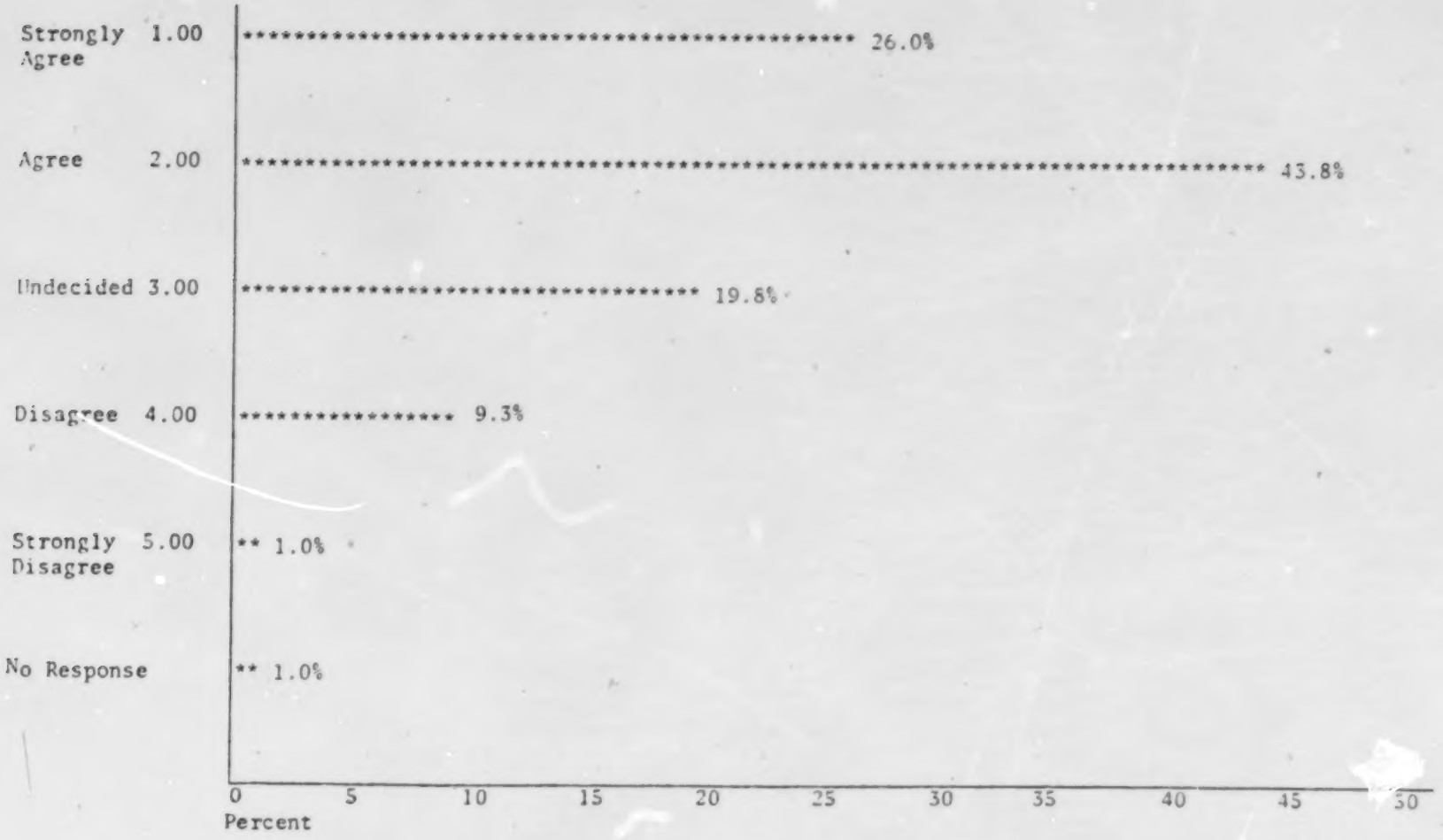


Figure 8. Teacher responses to statement: "The program was worthwhile."

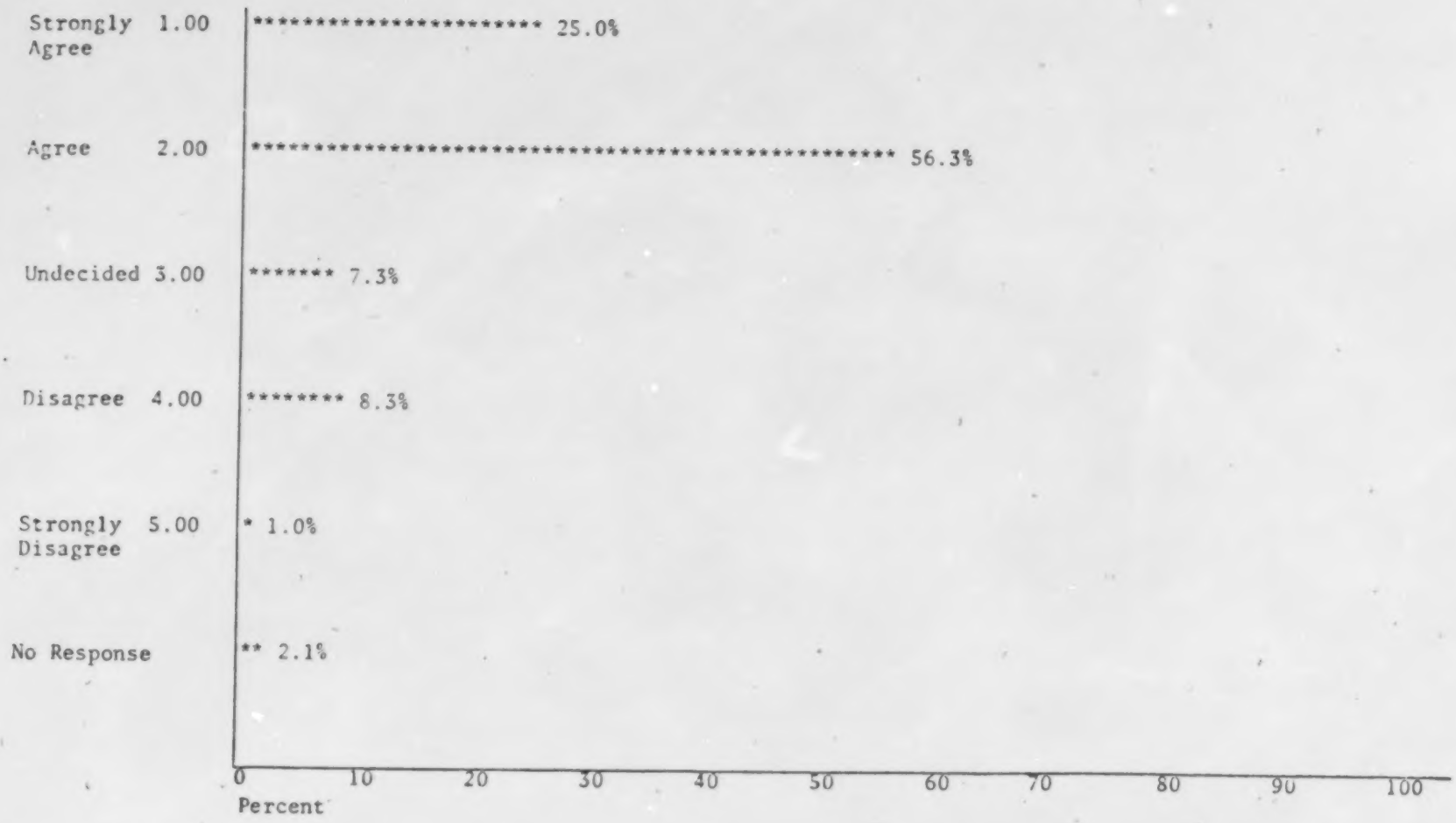


Figure 9. Teacher responses to the statement: "The program was enjoyable."

other, toward the school, and toward their teachers. The degree of agreement with the statement: "The Inside/Out program developed more positive attitudes in my students toward each other," is shown in Figure 10. The majority of the teachers (46.9%) were uncertain whether they agreed with this statement. However, more agreed with the statement (39.6%) than disagreed (10.4%). This suggests that the teachers tended to perceive positive changes in students toward each other as a result of exposure to the program.

A second question sought teacher opinion about the effects of the program on the students' school attitude. Again, the majority of the teachers (50%) had difficulty answering this question (see Figure 11). Slightly over 30 percent of the teachers agreed that the program developed more positive school attitudes among the students, almost twice as many as those who disagreed (16.6%) that the program did not improve students' school attitudes. There is, therefore, some data indicating that students' attitudes toward school may have improved as a result of exposure to the program.

Over 52 percent of the teachers also were uncertain of the effects of the program on students' attitudes towards them. While slightly over 30 percent of the teachers felt that the program had developed more positive student attitudes toward them, 12.5 percent disagreed. Thus, teachers tended to sense improved student attitudes toward them with exposure to the program. These results are summarized in Figure 12.

Figure 13 shows the teachers' responses to the questionnaire item asking them if they agreed that students' behavior had improved as a result of participating in the program. Again, many of the teachers

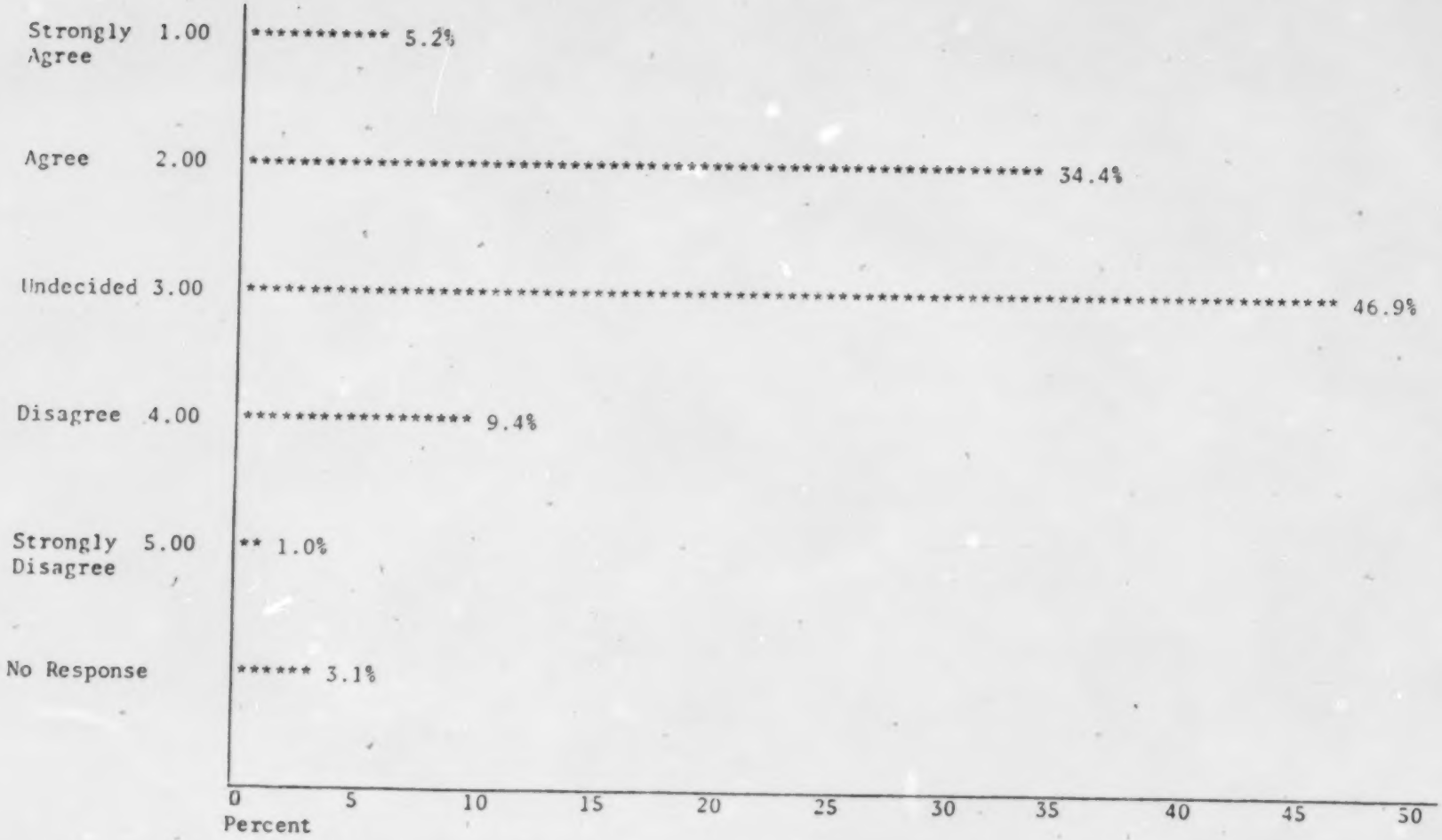


Figure 10. Teacher responses to the statement: "The program developed positive attitudes in students toward each other."

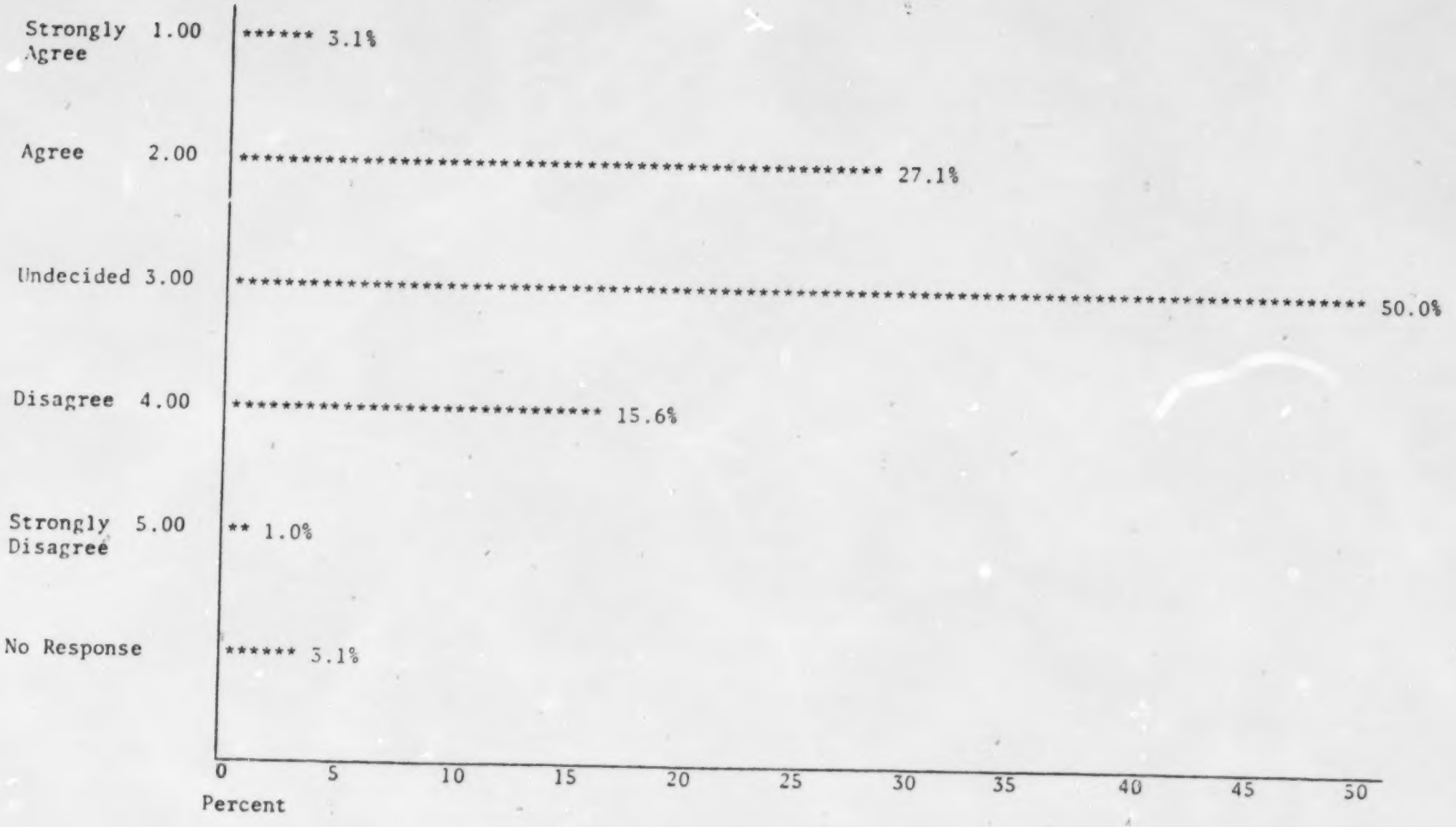


Figure 11. Teacher responses to the statement: "The program developed positive attitudes in students toward school."

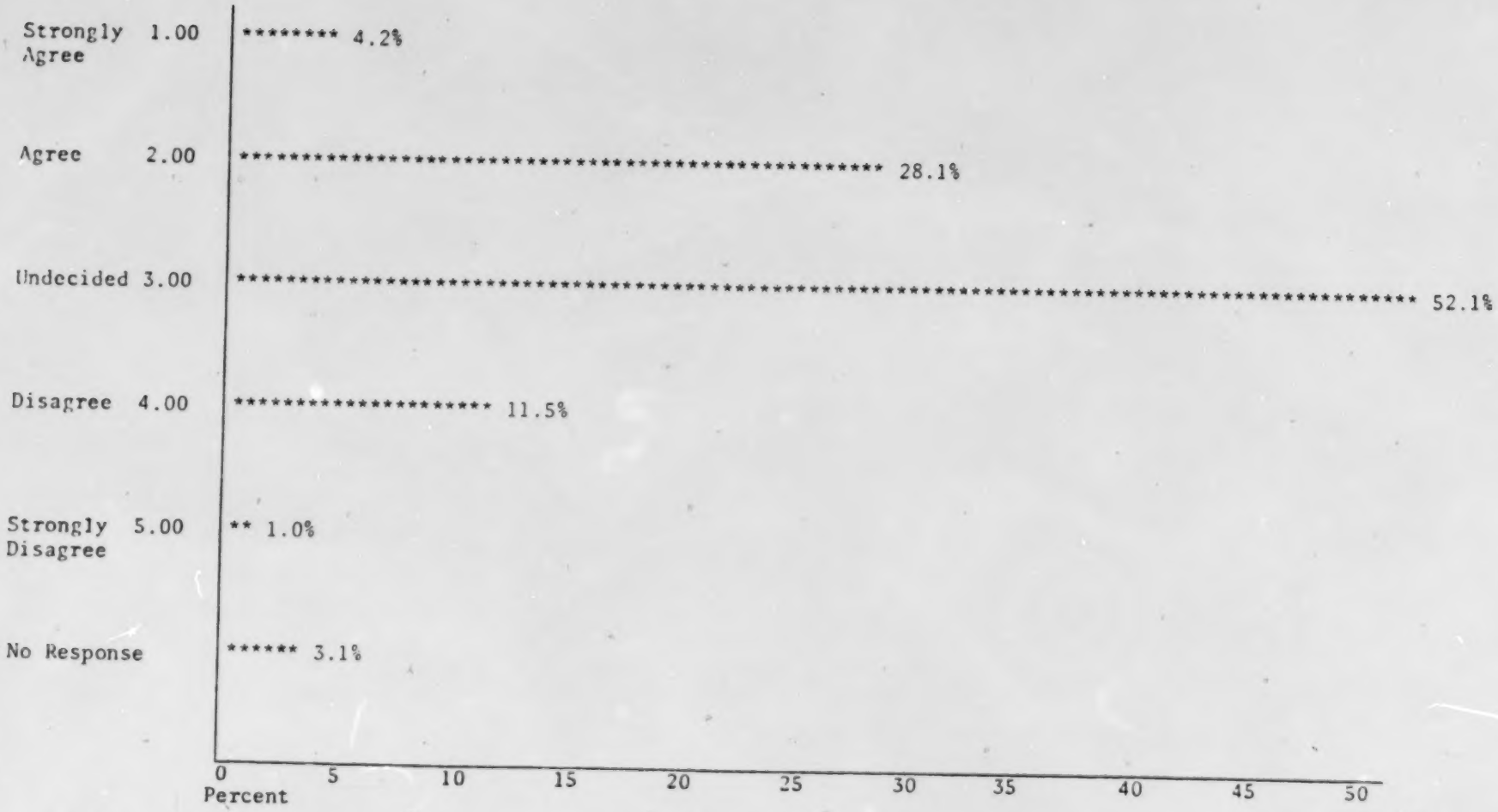


Figure 12. Teacher responses to the statement: "The program developed more positive attitudes in my students toward me."

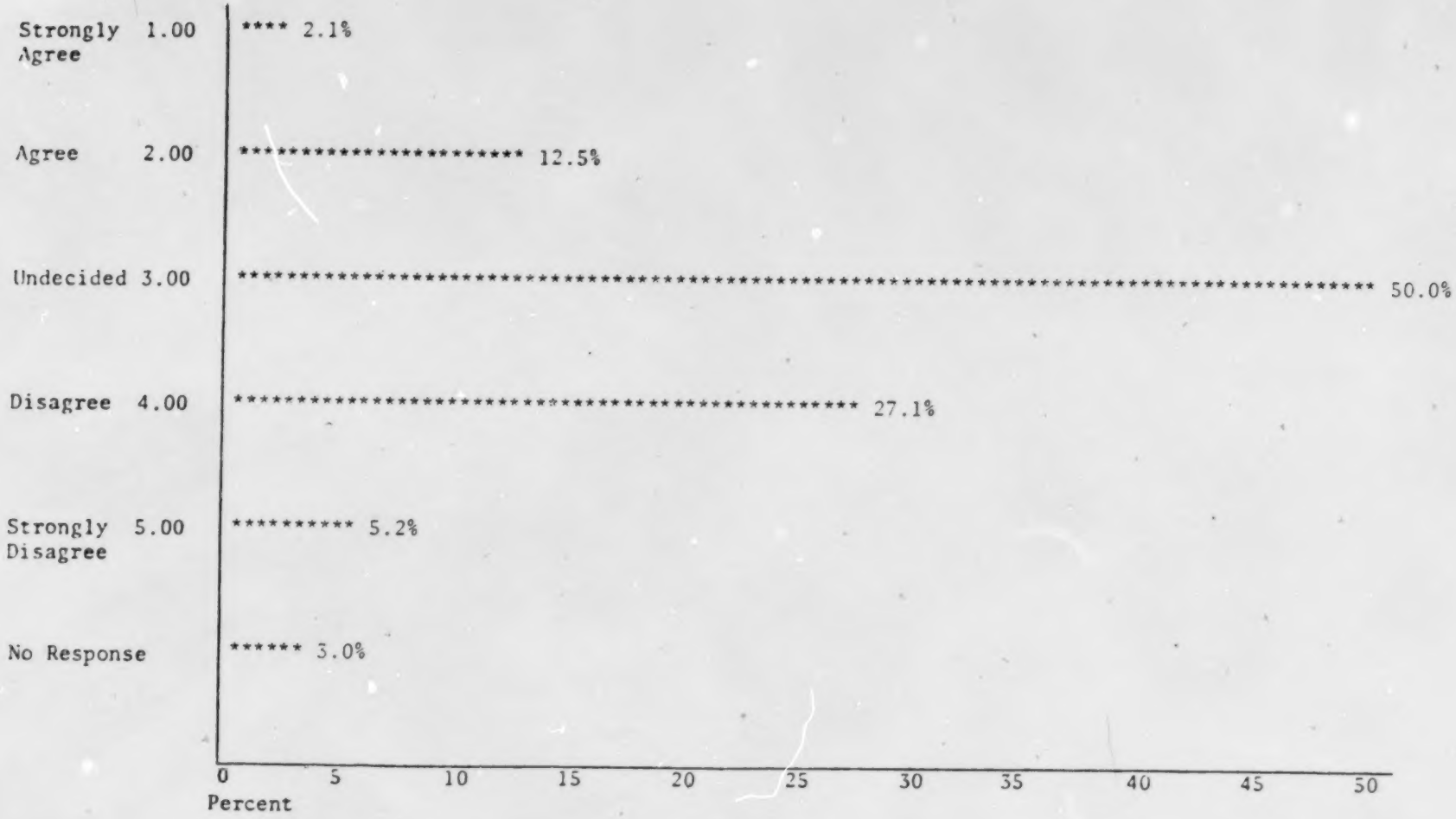


Figure 13. Teacher responses to statement: "The program improved my students' behavior."

were uncertain. Exactly half of them could not respond to this question. More teachers disagreed (32.3%) than agreed with the item (14.6%). According to these data, then, the teachers did not feel that the program improved students' behavior.

The results of an allied question to the one above is summarized in Figure 14. Teachers were asked how much they agreed that the Inside/Out program helped their pupils deal with their emotions and feelings. Over 55 percent thought that the program specifically aided the students in this way. Only a small number of teachers (4.2%) did not feel the program contributed to helping their students deal with their emotions and feelings. None of the teachers strongly disagreed with this questionnaire item.

One of the chief objectives of the Inside/Out film series is to aid children in developing behavioral alternatives. To establish the program's efficiency at achieving this, the teachers were asked how much they agreed that the program helped their students to think of alternative solutions to problem situations. As can be seen in Figure 15, almost 67 percent of the teachers agreed that the program did make their students think of problem alternatives. While 28.1 percent of them were uncertain about this, only 3.1 percent of the teachers did not feel the program helped children to think of behavioral alternatives.

Two of the teacher questionnaire items asked teacher's about the activities described in the teachers' manual--whether they were clearly stated and the frequency with which they selected them for use. Seventy-eight percent agreed that the activities were clearly described and generally useful. Only 9 percent felt they were not useful. About 2 percent reportedly did not use the activities at all. In summary,

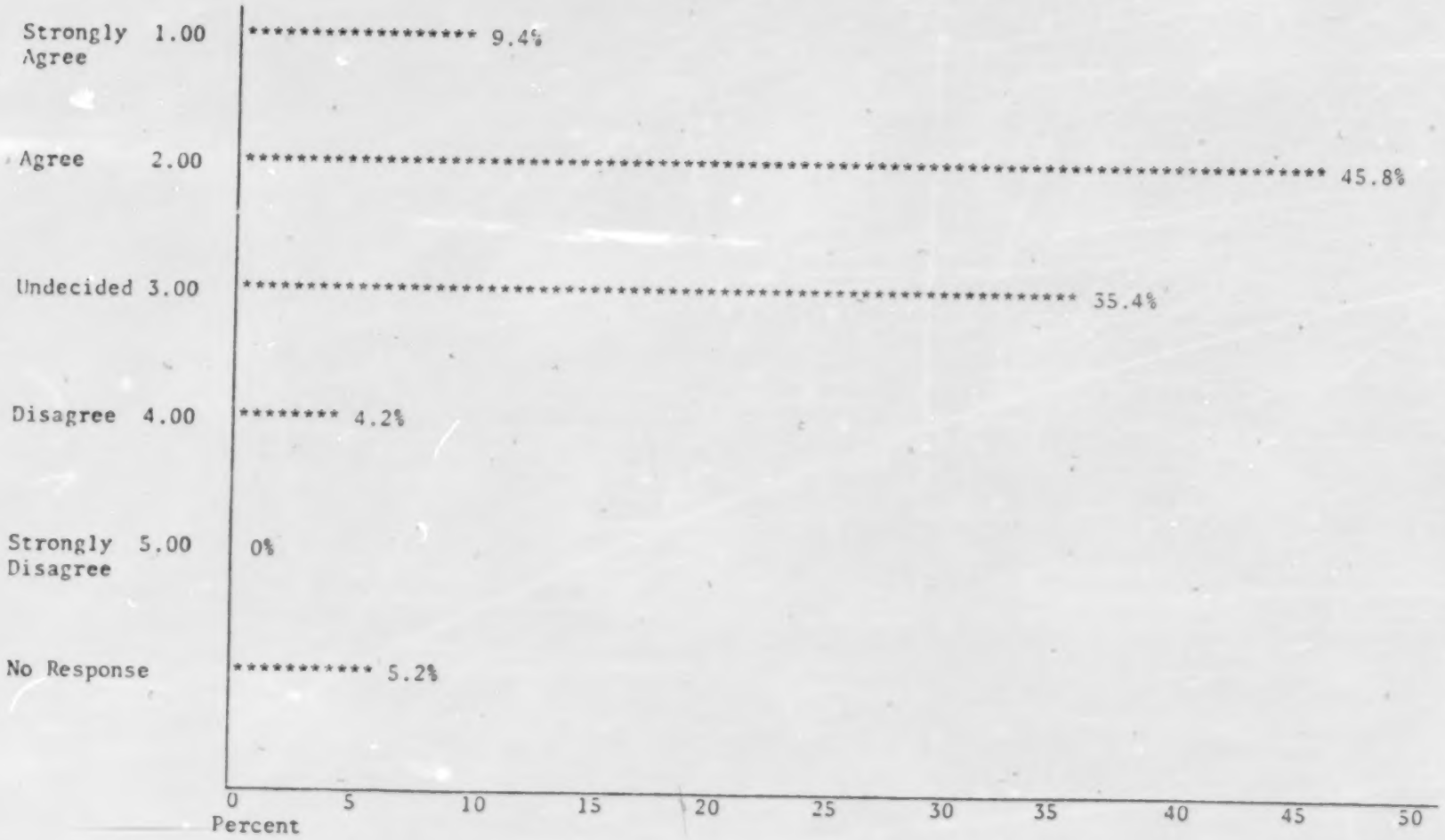


Figure 14. Teacher responses to the statement: "The program helped students deal with their emotions and feelings."

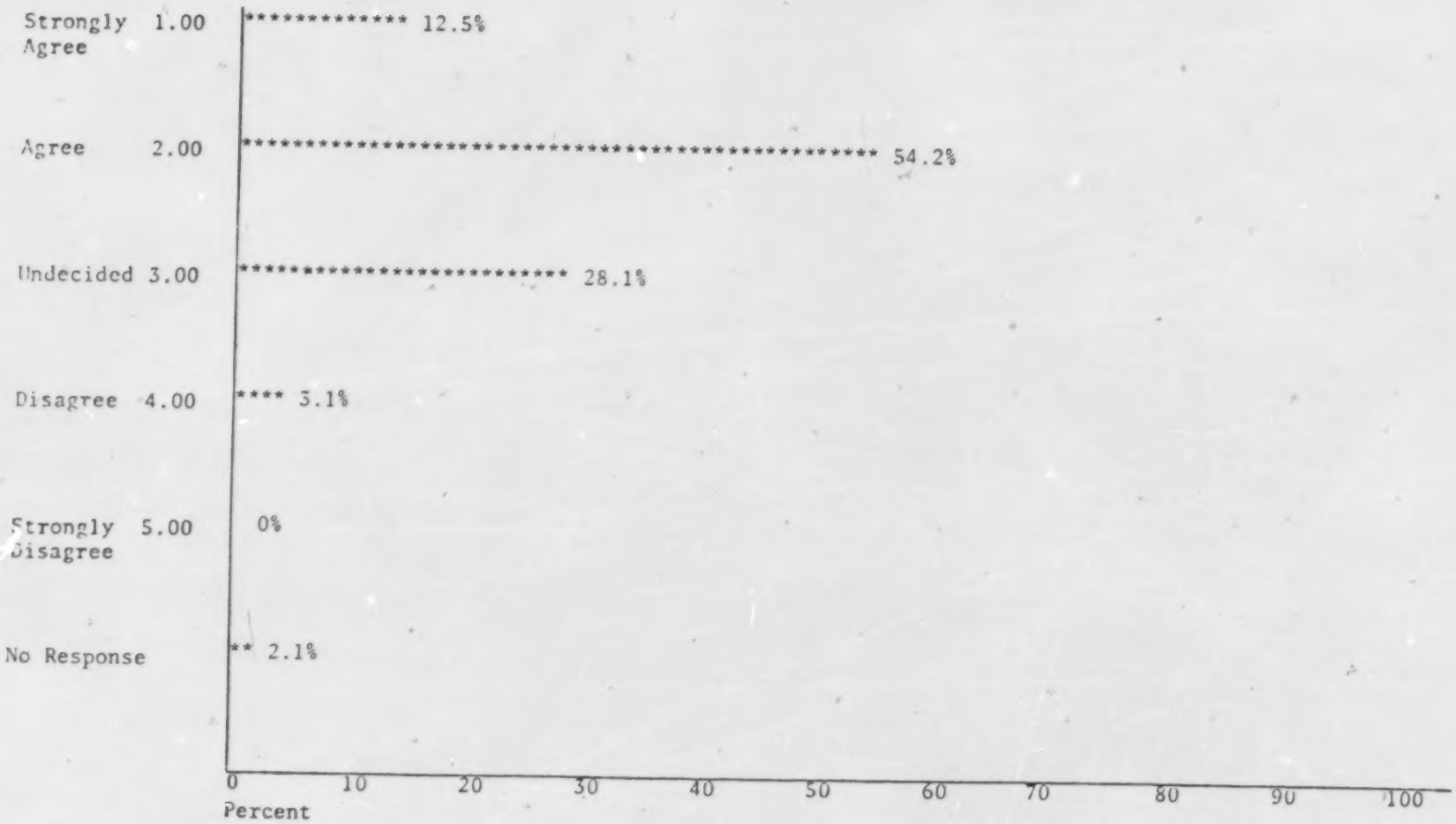


Figure 15. Teacher responses to the statement: "The program helped students think of alternative ways of dealing with problem situations."

teachers not only felt the activities in the Inside/Out manual were clear and useful, but used them with most films.

A convincing 84.4 percent of responding teachers felt that the program should be continued next year. Only 9.4 percent did not think the program should be continued while over six percent abstained or were undecided. Thus, the majority of the teachers advocated continuing the program for next year. These results are shown in Figure 16.

We also asked teachers at which grade-levels they felt the program was most appropriately used. Despite the fact that the program was designed for children eight to ten-years old, most teachers advocated using the films for fourth, fifth, and sixth-graders. A survey of the 96 teachers grade level recommendations indicated that only eight selections were made for grade three, while there were 66, 64, and 68 nominations for grades four, five, and six, respectively. Only seven teachers suggested that the seventh grade might be appropriate. Apparently teachers agreed with the distribution of the films to fourth, fifth, and sixth grades. They felt that the films were possibly too advanced for third graders and too immature for seventh graders.

Teachers were also asked to list what they liked and what they disliked about the program. Sixty-eight teachers gave both positive and negative comments. Nine gave only positive comments while two gave solely negative comments. Seventeen teachers did not respond to these items. Altogether, teachers produced 95 positive comments compared with 78 negative comments about the films. The comments were processed by collecting and tabulating similar statements. Only those which were shared by five or more teachers are reported here.

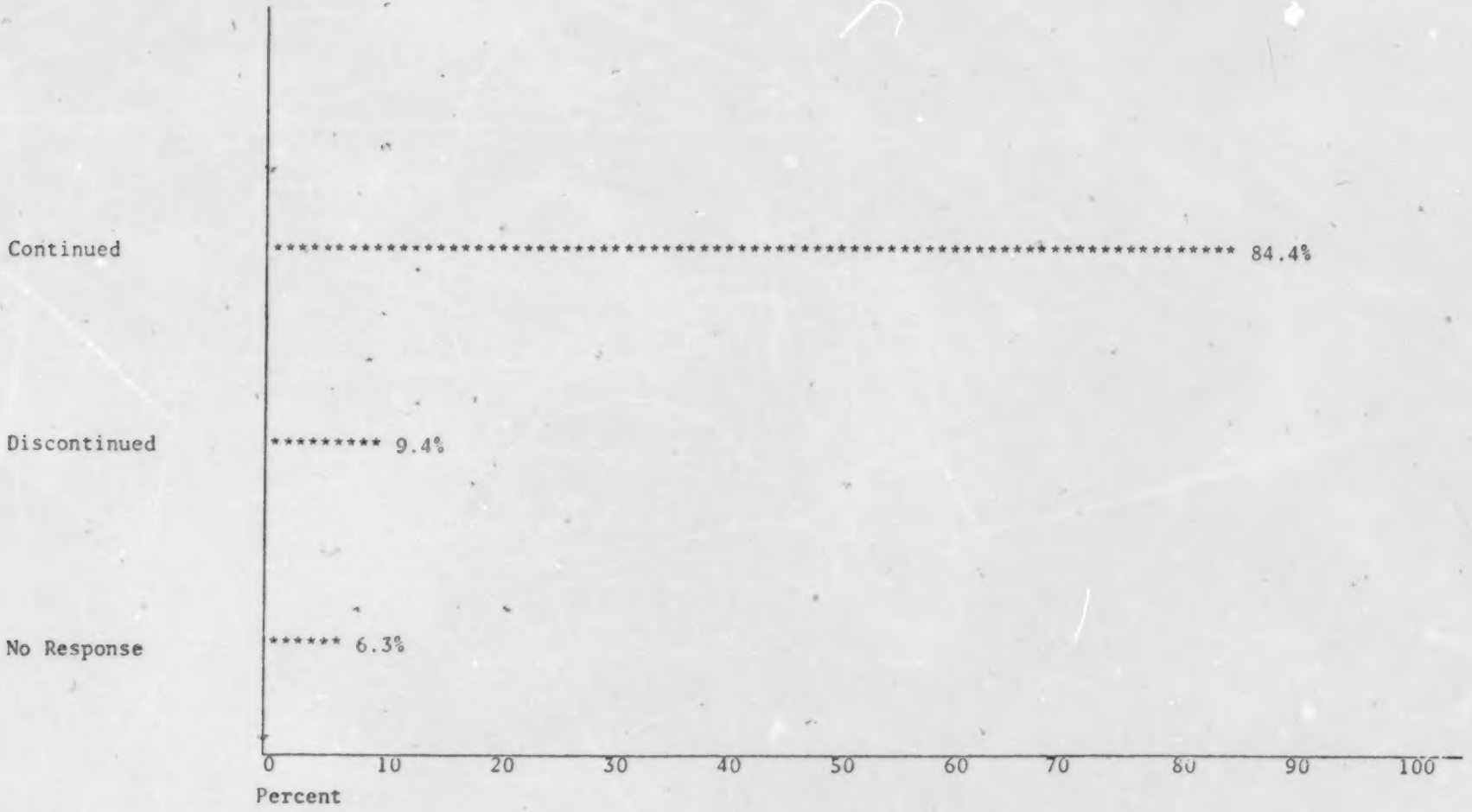


Figure 16. Teacher responses to statement: "The program should be ___continued, ___discontinued."

Regarding the qualities and features of the films themselves, eight teachers stated that they liked the open-ended aspect of the films. This quality apparently served to stimulate discussions. Nine positive comments were addressed to the technical quality of the films: the acting, music, and production. But most of all, teachers liked the realism of the films and felt they were well-suited to the age of the children in their classroom.

Teachers also gave many positive comments about the effects of the films on the children. In fact, thirteen teachers stated that they felt the films led children to a better understanding of the feelings, emotions, and motives of others.

An equal number of teachers were positive about the interest their children showed in the films. Children were said to look forward to seeing the films each week and enjoyed viewing them.

The most positive comments, however, were concerned with the ability of the films to stimulate discussion. Twenty teachers commented that they liked the films because they gave the children common problem situations to discuss among themselves.

Teachers were not impressed only with the quality, realism, and relevance of the films. They felt that the children were interested in the films, that the films stimulated discussion of common problems, and that the films allowed exploration of individuals' emotional and motivational characteristics.

Teachers were also requested to state what they disliked about the film series. These comments were classified according to the effects of the films on students, their frequency of use, their technical quality, and their relevance for use with the local school population.

Seven teachers stated that some of the films may have provided models of socially unacceptable behavior. It was noted that some students mimicked the undesirable film models after viewing the films. One film, "Just Joking," was mentioned by two of the teachers as presenting a particular problem in this respect. There were no other comments regarding possible direct negative effects on students in the data collected.

A number of teachers, however, commented on the motivating and technical qualities of the series. Six stated that some of the films did not stimulate discussion. Nine stated that the films were sometimes over dramatized and too unrealistic for their children to relate to, while ten pointed out that the sound quality on several of the films was below par.

The largest number of teacher criticisms were directed at the relevance of the film series to the local school population. Twenty teachers, about one-fifth of those responding to the teacher questionnaire, felt that some of their children had difficulty relating their problems to those dealt with in the films. They observed that many of the films dealt with "inner-city" problems, problems that they considered irrelevant to their students. In a related commentary, some teachers observed that there were too many black children used in some of the films, that a racial balance similar to that of the local community would have been more appropriate.

The final twelve items on the teacher questionnaire asked the teachers to choose their degree of agreement with a list of opposite adjectives. A profile of these results are shown in Figure 17. As can be seen, most teachers generally regarded the program positively.

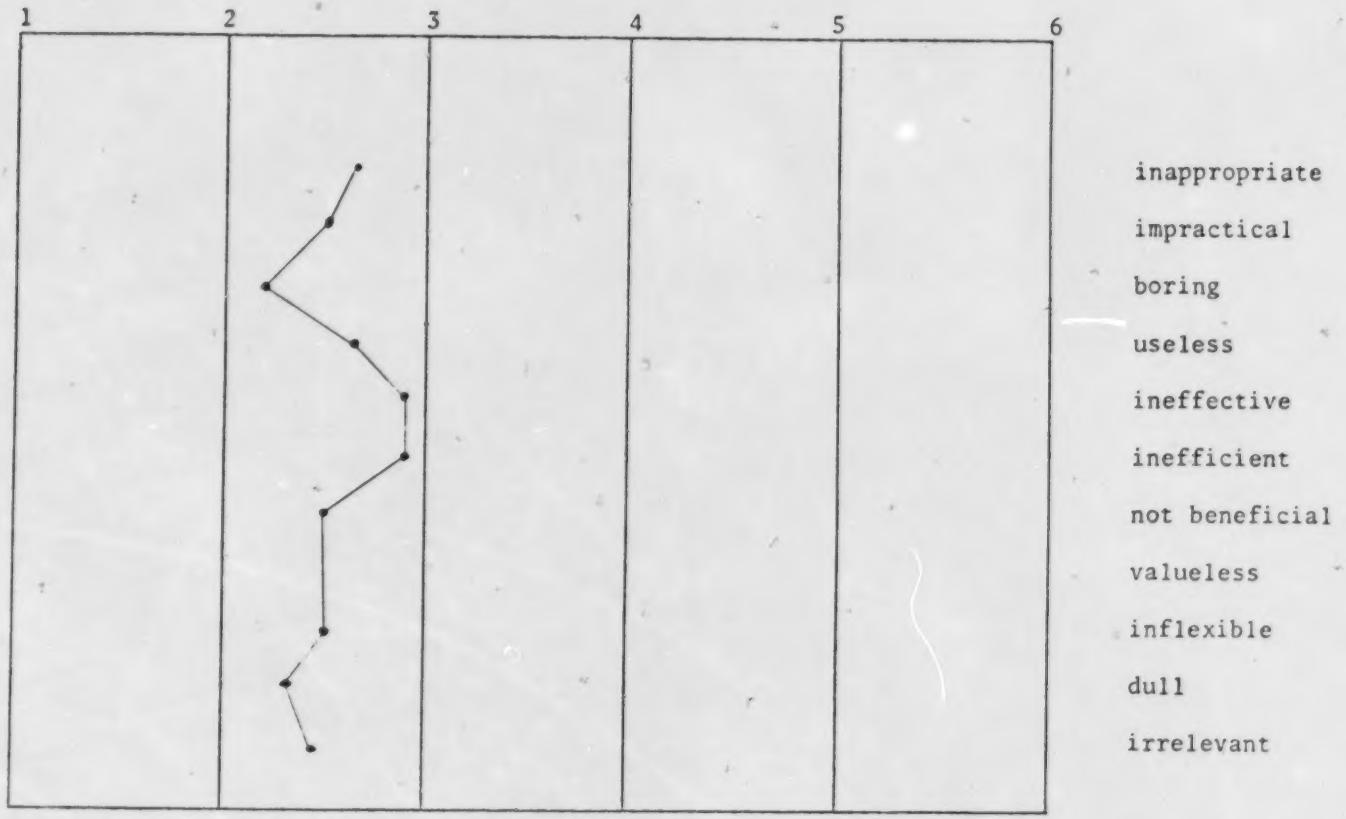


Figure 17. Average teacher rating of Inside/Out program on polar adjectives (semantic differential).

D. Results from the Observation Data

Classroom observations were taken in the fall and again in the spring both during the after-film discussions and during regular classroom activities. Information from eighteen classrooms was analyzed for each of the seven observation factors. This was done to detect any change that may have occurred in teacher-pupil and pupil-pupil relationships over the school year. (Such interactions were used to assess classroom climate on the FLACCS.) Following the factor-by-factor analysis of the data, we broke down various combinations of positive and negative, verbal and nonverbal behaviors that were shown in the classroom by both teachers and students. We then performed separate analysis for pre- and post-observation periods and for the discussion and contrast activities.

There were no pre/post changes observed on any of the FLACCS factors on either the films, discussion, or the contrast activities. The only significant findings were between discussion period observations and contrast activities. Only two of the factors revealed significant results, which will be discussed below.

There was significantly more negative pupil behavior and affect (factor one) observed in the discussion groups than in the contrast activities during the fall observation period ($p \leq .02$). While negative pupil affect remained about the same between the pre- and post-observations on contrast activities ($\underline{\bar{X}}..=.94$ compared to $\underline{\bar{X}}..=.92$), there was less student misbehavior and negative affect in the fall film discussion periods than in the spring ($\underline{\bar{X}}..=1.66$ compared to $\underline{\bar{X}}..=1.49$). This accounted for the lack of significant differences between discussion and contrast activities found in the spring data.

As the year went by, because of less negative misbehavior in the discussion period, the reduction of negative pupil behavior was enough to void significant differences between discussion and contrast activities during the post-observation period.

Factor four on the FLACCS identified the amount of teachers' use of strong controls and pupils' resistance compared to an orderly classroom. Teachers were found to rely on the use of stronger controls and encountered more passive pupil resistance in the discussion than in the contrast activities--but this was true for the spring only ($p \leq .01$). This appears to be the result of the teachers using less stronger controls in the spring contrast activities than their increased use of strong controls in the discussion periods. While teachers decreased the use of strong controls in regular classroom activities from pre- to post-periods, they stayed about the same on their use of strong controls in the discussion periods.

Although teachers did not significantly increase their use of strong controls from pre- to post-observation periods, there was a reduction in pupil negative behaviors that, while not significant, cancelled the significant differences between discussion and contrast observations seen during the first observation period. Children appear to have improved in their behavior without a change in strength of teacher control methods.

Significant results were also obtained when we looked at combinations of positive/negative, teacher/pupil, and verbal/nonverbal sub-factors of the FLACCS. This data was analyzed to see if individuals in the classroom changed in their interpersonal behaviors. We found that in the fall, at the start of the Inside/Out program, the teachers used significantly more positive verbal and positive nonverbal behavior in the

discussions than in the contrast activities ($p \leq .001$; $p \leq .0008$). The mean for teacher positive verbal behavior was 3.82 compared to a mean of 2.32 for contrast observations. For positive nonverbal teacher behavior, the pre-program was 1.84 compared to .9850 for the regular classroom activities.

Quite possibly the positive teacher demeanor seen by observers in the fall observations were mirrored in the pupils' behavior. They also showed significantly more positive verbal behavior ($p \leq .03$) in discussion periods than in regular class situations during the pre-program observations ($\overline{\underline{X}}..=2.95$ compared with $\overline{\underline{X}}..=1.94$). Unlike teachers, however, the pupils did not display significantly more positive nonverbal behavior.

It is possible that teacher "expectancies" for the program may have been high at the start of the program because, perhaps, of the newness of it, or possibly because it was at the beginning of the school year. As the year progressed, the difference between teachers' behavior in the discussions became less distinguishable from that of their general classroom roles. Accordingly, pupils' behavior may have paralleled that of the teachers over the year.

IV. EVALUATION SUMMARY

There were three primary objectives of this evaluation: (1) to document possible changes in student attitudes during the school year that might have been influenced by the Inside/Out program, (2) to assess the quality of the teacher-pupil and pupil-pupil interactions that took place during the Inside/Out discussion sessions and to contrast these with interactions in regular classroom activities; and (3) to collect and analyze opinions relating to the value of the program from parents, students, and teachers. Those objectives were met by administering pre/post student attitude surveys, by collecting first-hand classroom observation before and after the Inside/Out series was shown, and by using parent, student, and teacher questionnaires and teacher interviews.

The student attitude measure was used to document any changes that might have occurred in five affective areas: perceived isolation, perceived anxiety, misbehavior, academic competence, and school enthusiasm. A final total of 1005 students were assessed. Categorically, there were no changes in student attitudes from pretest to posttest on any of the factors. As a group, students did not report any more or fewer feelings of isolation and anxiety from pre- to posttest. They did not register a change in their reported misbehavior. As regards academic competence, students felt no more competent academically at the end of the year than the first. The school enthusiasm of students was not different from pre- to posttests. It was concluded that the classroom environment, in which the Inside/Out program played a minor role, did not significantly alter student attitudes during the school year.

These results do not necessarily indict the classroom programs or the film series themselves. Student attitudes are very complex and may be influenced by a number of factors. It would have been too much to expect the film series to influence student attitudes directly because first, the discussion sessions were held once a week for a short time period and, second, the films were not specifically designed to alter students on any of the above actions. The attitude measure was intended as an instrumental "guidepost" to document any changes on vital student opinions that might have resulted from using the film series in the classroom. Our information suggests that student attitudes, while generally not improved over the year, were at least undisturbed by introducing the Inside/Out program to the classrooms.

Pre- and post-program observations were taken in 37 classrooms both during after-film discussion periods and during regular classroom situations. Although there were no differences between the pre- and post observation on any of the seven factors of the observation instrument, there were statistically significant differences found between discussion sessions and the regular school activities.

For example, there was more negative pupil behavior witnessed at the first of the year in the discussion groups than seen in the regular classroom situations. This difference was not significant at the end of the year. Students were less disobedient and negative in the spring discussion sessions. While this change was not statistically significant, it was enough that, by the end of the year, there we.e no differences in negative student behavior between film and contrast periods.

Teachers did not use stronger controls in the discussion periods than in their usual classroom routines from pre- to post-observation.

But significant differences appeared between these two factors in the spring observation period, mainly because teachers used less stringent student controls in regular activities in the spring than they did in the fall.

At the beginning of the program, teachers used more positive verbal and nonverbal actions in discussions than in regular school situations. But toward the end of the year, they were observed to use no more positive behaviors in discussions than they did under contrast conditions. Pupils may have modelled their teacher's verbal behavior, for at the first of the year they showed more positive verbal behavior than at the end.

A. Parent Questionnaire

Sixty-three percent of the 185 questionnaires sent to parents were returned and analyzed. Over seventy-percent of the parents had not seen any of the films, but a majority (64%) had talked with their children about the films. Based on the information gathered by seeing the films first-hand and by talking to their children about the program, 38 percent of the parents judged the program as being valueless. The majority of parents, 55 percent, were either undecided about the program or avoided judgment. Thus, of the number of parents who felt they were capable of judging the Inside/Out program, a majority favored it.

B. Student Questionnaire

Almost all of the 1005 students (95%) said they liked the films and thought they would be good to show to other children. Eighty percent liked the discussions and activities. And most (84%) stated that they

would like to see the films again. But the results revealed more than just the popularity of the program. Eighty-five percent of the students agreed that the program helped them think of other ways to deal with problem situations. Not only was the program overwhelmingly popular among students, they also felt that it was helpful to them.

C. Teacher Questionnaire

Eighty-three percent of the fourth, fifth, and sixth-grade teachers returned the post-program questionnaire. The majority of the teachers felt that the program both helped them to understand their students and improved their attitudes toward them.

Most teachers also felt that the program aided communication between them and their students. The teachers indicated that the program facilitated not only their own individual growth, but their professional growth as well as it served to sharpen their discussion skills. Over 70 percent both enjoyed the program and considered it worthwhile.

However, teachers were not so positive in evaluating the effects of the Inside/Out program on students. In general, teachers felt that the program developed positive student attitudes toward each other, toward school, and toward the teachers themselves. One thing a large majority of teachers did seem to be certain about was that the program contributed to helping children to better deal with their emotions and feelings. Only a handful, a little over four percent, did not think the program was successful in this way. But the teachers reversed themselves when they were asked if they felt the program improved student behavior. The majority of teachers did not think the program improved student behavior. Another very positive teacher appraisal of the Inside/Out program came when they were asked if it helped students to

think of alternatives to problem situations. Again, a majority thought the program was very successful in this respect while a small minority disagreed.

Finally, teachers were asked to decide whether to continue or discontinue the Inside/Out program for the coming year. A large majority (84%) advocated continuing the program while nine percent did not favor continuing the program.

There is little substantive evidence in this report to indicate that the Inside/Out film series was effective in changing students' attitudes or improving the quality of interpersonal relationships in a classroom over a year, even in the hands of teachers who accept the value of the program. However, the opinion data collected from parents, students, and teachers indicate that the program is accepted by parents and is quite popular among students and teachers. The Inside/Out program was perceived by teachers as developing better understanding, more positive attitudes, communication skills, and contributing to their growth as individuals. Teachers were uncertain about the program's effects on students' behavior and attitudes. As a general conclusion, then, the program is perceived by teachers as meeting its intended objectives, but there is little evidence indicating that the program influences more permanent student attributes.

APPENDIX A

Parent Questionnaire

1. Of the thirty INSIDE/OUT films shown in grades 4, 5, and 6, how many have you seen?

___none ___1-5 ___6-15 ___16-25 ___26-30

2. Based on my seeing the films, it is my opinion that they are:

___of no value ___of little value ___no opinion

___of some value ___of great value

3. My child and I have talked about the series at home:

___never ___some ___a great deal

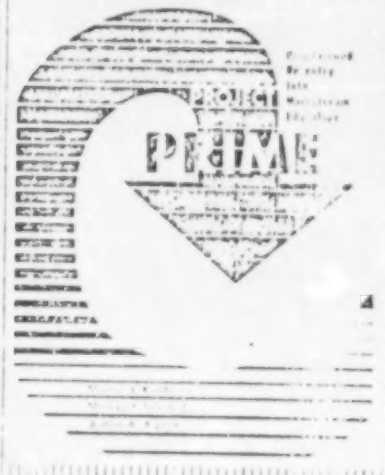
4. Based on the talks between my child and myself and upon my experiences in viewing the films, I feel they are:

___of no value ___of little value ___no opinion

___of some value ___of great value

APPENDIX B

PROJECT PRIME



ABOUT YOU AND YOUR FRIENDS

Developed

by

Judith A. Agard

and

Martin J. Kaufman

TEST ADMINISTRATOR'S INSTRUCTIONS

This instrument was developed under support provided by the U. S. Office of Education, Bureau of Education for the Handicapped, Division of Research, Intramural Research Program with the approval of the Texas Education Agency, Division of Special Education.

ABOUT YOU AND YOUR FRIENDS

(Test Administrator's Instructions)

To be administered in two parts: Items 1 through 25, items 26 through 52. Allow a short break between the two parts.

Note to Test Administrator

Before passing out the pupil answer sheet, you must write your two digit identification number and each student's two digit identification number in the boxes in the upper right hand corner of the pupil answer sheet in ink. Write the child's name lightly in pencil on the answer sheet. Each child must receive the answer sheet with his/her lightly written name and his/her and your unique two digit identification numbers. Have the children erase their names, or you may erase them later.

Be sure to precede each question with its appropriate number. The pupil's answer sheet is designed such that every five questions are enclosed in a sequentially lettered set of boxes. Take every precaution to assure that the pupils are answering in the appropriately numbered space.

TO BE READ TO CHILDREN

Listen carefully while I read you some questions. After I read a question, think about the things that have happened to you in school and decide whether you would answer YES or NO. If your answer is YES, write the "YES" on your answer sheet. If your answer is NO, write the word "NO".

IF A CHILD HAS GREAT DIFFICULTY IN WRITING YES OR NO, SUGGEST A "+" FOR YES AND A "0" FOR NO.

For example, "Do you like to play football?" Write your answer on your answer sheet. If your answer is YES, write the word "YES" beside number 1. If your answer is NO, write the word "NO" beside number 1.

Let's try one more question: "Are you good at cooking?" If you are good at cooking, your answer is YES. Write "YES" beside number 2. If you are not good at cooking, write "NO" beside number 2.

WORDS IN PARENTHESES MAY BE USED IF GROUP MEMBERS DO NOT UNDERSTAND THE PRECEEDING WORD.

ABOUT YOU AND YOUR FRIENDS

(ADMINISTRATOR'S QUESTION SHEET)

A

1. Do you like to play football?
2. Are you good at cooking?
3. Do children usually ask you to play with them?
4. Do you do your work quickly?
5. Do you think you are one of the hardest workers in your class?

NOW LET'S MOVE ON TO THE BOX LETTERED "B"

B

6. Are you well behaved in school?
7. Do you read well?
8. Do you think up good ideas?
9. Do you like to be with other children?
10. Do you get very worried whenever you have to take a test?

NOW LET'S MOVE ON TO THE BOX LETTERED "C"

C

11. Do you fight too much?
12. Are you doing well in your school work?
13. Do you get into trouble in school?
14. Are you an important person in your class?
15. Do you talk to new children at school?

NOW LET'S MOVE ON TO THE BOX LETTERED "D"

D

16. Is school interesting to you?
17. Do you like math (arithmetic)?
18. Do you get a lot of scolding at school?
19. Do you have fun at school?
20. Do most of your classmates like you?

NOW LET'S MOVE ON TO THE BOX LETTERED "E"

E

21. Do you like to help other children?
22. Does your teacher have to tell you to do your work?
23. Do you think you know as much as the other children in your class?
24. Are you mean to other children?
25. Are you one of the last to be picked for games?

NOW LET'S MOVE ON TO THE BOX LETTERED "F"

F

26. Do you laugh when others make mistakes?
27. Are you smart?
28. Do you have only a few friends?
29. Do your friends like to help you?
30. If a classmate calls you a bad name, do you fight?

NOW LET'S MOVE ON TO THE BOX LETTERED "G"

G

31. Do other children pick on you?
32. Do you get along well with your teachers?
33. Do you write good stories and reports?
34. Do you usually do well on tests?
35. Do you like school?

NOW LET'S MOVE ON TO THE BOX LETTERED "H"

H

36. Do your classmates make fun of you?
37. Do you get nervous (worried) when the teacher calls on you?
38. Do most of your friends think you're smart?
39. Do you fool around too much in class?
40. Are you happy in school?

NOW LET'S MOVE ON TO THE BOX LETTERED "I"

I

41. Can you give a good report in front of the class?
42. Do you like reading?
43. Do you feel left out of things (activities) in your class?
44. Are you afraid you'll do something wrong at school?
45. Do you think you need more friends?

NOW LET'S MOVE ON TO THE BOX LETTERED "J"

J

46. Are you good at math (arithmetic)?
47. Is it hard for you to make friends?
48. Would you do something wrong because your friends ask you to?
49. Is the school work so hard that you are afraid you will fail?
50. Are you afraid to try new things?

NOW LET'S MOVE ON TO THE BOX LETTERED "K"

K

51. Is it hard to talk with the other children in your class?
52. Do you often disagree with what the teacher tells you to do?

Teacher Code Number | Pupil Code Number

PROJECT PRIME

ABOUT YOU AND YOUR FRIENDS

Developed
by
Judith A. Agard
and
Martin J. Kaufman

PUPIL ANSWER SHEET

This instrument was developed under support provided by the U.S. Office of Education, Bureau of Education for the Handicapped, Division of Research, Intramural Research Program with the approval of the Texas Education Agency, Division of Special Education

ABOUT YOU AND YOUR FRIENDS

PUPIL ANSWER SHEET

A

1. _____
2. _____
3. _____
4. _____
5. _____

D

16. _____
17. _____
18. _____
19. _____
20. _____

B

6. _____
7. _____
8. _____
9. _____
10. _____

E

21. _____
22. _____
23. _____
24. _____
25. _____

C

11. _____
12. _____
13. _____
14. _____
15. _____

F

26. _____
27. _____
28. _____
29. _____
30. _____

G

31. _____
32. _____
33. _____
34. _____
35. _____

J

46. _____
47. _____
48. _____
49. _____
50. _____

H

36. _____
37. _____
38. _____
39. _____
40. _____

K

51. _____
52. _____
53. _____
54. _____
55. _____

I

41. _____
42. _____
43. _____
44. _____
45. _____

APPENDIX C

INSIDE/OUT EVALUATION
STUDENT QUESTIONNAIRE

1. I liked the INSIDE/OUT films.

_____Yes _____No

2. I liked the discussions we had after the films.

_____Yes _____No

3. I liked the things we did after the films.

_____Yes _____No

4. I think other kids should see these films.

_____Yes _____No

5. I would like to see the films again.

_____Yes _____No

6. The films made me think of other ways to act and deal with problems.

_____Yes _____No

APPENDIX D

INSIDE/OUT EVALUATION
STRUCTURED INTERVIEW

1. How successful do you feel the INSIDE/OUT series was in meeting its objectives of involvement of the learner, communication skills and interaction with others, and teaching of mental health?

   Why?

2. Were there any benefits to you and/or your students from using the program?

   If so, what were they?

   If not, what were its drawbacks?

3. Were there any problems or negative effects from using the program?

   What?

4. Did the series contribute to your understanding of your students?

   How or how not?

5. Did the program cause any changes in the way you deal with your students?

6. Did the program affect your students' attitudes toward themselves, their classmates, yourself, or school in general?

   How?

7. Did the program affect your students' abilities to handle problem social situations?

8. Did you find the activities in the teachers' manual to be helpful?

   If so, in what ways?

APPENDIX E

INSIDE/OUT PROGRAM EVALUATION
TEACHER QUESTIONNAIRE

INSTRUCTIONS: Please respond to the statements below by circling your opinion on the right. SA = Strongly Agree; A = Agree; U = Undecided; D = Disagree; SD = Strongly Disagree.

THE INSIDE/OUT PROGRAM. . .

Helped me to better understand my students.	SA	A	U	D	SD
Helped me communicate more effectively with my students.	SA	A	U	D	SD
Contributed to my own individual growth.	SA	A	U	D	SD
Improved my skill in conducting classroom discussions with my students.	SA	A	U	D	SD
Was really worthwhile.	SA	A	U	D	SD
Was enjoyable for me.	SA	A	U	D	SD
Developed more positive attitudes in me towards my students.	SA	A	U	D	SD
Improved student discussion skills.	SA	A	U	D	SD
Helped my students communicate more effectively with each other.	SA	A	U	D	SD
Developed more positive attitudes in my students towards themselves.	SA	A	U	D	SD
Developed more positive attitudes in my students toward school.	SA	A	U	D	SD
Developed more positive attitudes in my students toward me.	SA	A	U	D	SD
Improved my students classroom behavior.	SA	A	U	D	SD
Helped my students in dealing with their emotions and feelings.	SA	A	U	D	SD
Helped my students think of alternative ways of dealing with problem situations.	SA	A	U	D	SD
The activities described in the teachers' manual were clearly described and generally useful.	SA	A	U	D	SD

Did you select an activity in the teachers' manual with:

___all films ___most films ___some films ___few films ___no films

What did you like about the INSIDE/OUT Series?

What did you dislike about the Series?

I recommend that the INSIDE/OUT program be: ___continued ___discontinued.

For which grade levels are the films most appropriately used?

K 1 2 3 4 5 6 7 8 9 10 11 12

Please rate the INSIDE/OUT program by circling the appropriate number on each item listed below:

practical	1	2	3	4	5	6	impractical
interesting	1	2	3	4	5	6	boring
appropriate	1	2	3	4	5	6	inappropriate
useful	1	2	3	4	5	6	useless
effective	1	2	3	4	5	6	ineffective
efficient	1	2	3	4	5	6	inefficient
beneficial	1	2	3	4	5	6	not beneficial
valuable	1	2	3	4	5	6	valueless
flexible	1	2	3	4	5	6	inflexible
stimulating	1	2	3	4	5	6	dull
relevant	1	2	3	4	5	6	irrelevant